Monastery National School

Code of Behaviour

2023-2024

Introductory Statement:

This Code of Behaviour has been devised by the school principal in consultation with a DES Adviser, Catherine Flanagan, all staff members, the members of the Board of Management, and the Parents' Committee. It was devised during the second and third terms of the 2009 school year. This Policy and its procedures are reviewed annually but may be amended at short notice and as required in the event of a national / global emergency or circumstance. E.g. Exceptional Weather or Global Pandemic.

All pupils enrolled in Monastery National School are subject to the school Code of Behaviour.

Rationale

- *The Board of Management of The Monastery National School decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in Developing A Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

- *It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a code of behaviour in respect of the pupils registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*

  A. *The standards of behaviour that shall be observed by each pupil attending the school;*

  B. *The measures that shall be taken when a pupil fails or refuses to observe those standards;*

  C. *The procedures to be followed before a pupil may be suspended or expelled from the school concerned;*

  D. *The grounds for removing a suspension imposed in relation to a pupil; and*

  E. *The procedures to be followed in relation to a child's absence from school.*

Relationship to the school's Philosophy and Catholic Ethos

1) *Monastery National School seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are nurtured and valued.*

2) *The philosophy of the school is symbolised in the school crest. The four quadrants of the crest symbolise aspects of the pupils' development – intellectual, spiritual, physical and artistic. Although identified separately, they are recognised as integral parts of the pupil.*

3) *Each pupil is accepted as unique, bringing with him to school his/her own individual personality and his/her talents in varying degrees of ability. The school also recognises that each child comes from a unique home and family background and that those conditions there may profoundly influence his/her /her personality.*

4) *The school motto, incorporated in the crest, is "**Mol on Óige agus Tiocfaidh sí"***
(Praise youth and it will flourish). This focuses attention on the pupil in an encouraging positive way. The school exists for the benefit of the pupil and seeks to positively influence his/her growth through encouragement and stimulation.

5) *The school seeks to create an environment which encourages growth and development – spiritual, intellectual, artistic and physical – with due regard for the individual child.*

6) *The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils; where a clear understanding exists among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of these standards. Such openness, co-operation and understanding will ensure a harmonious environment where all can work effectively.*

7) *In accordance with our Enrolment Policy, the enrolment of a pupil will require that the Catholic Ethos of the School, Code of Behaviour, ICT Acceptable Use Policy, and policies on curriculum, school organisation and management are, and will be, acceptable to and supported by parents / guardians. Parents /*

Guardians are also responsible for ensuring that their child(ren) co-operate with said policies in accordance with their age and ability.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The over-riding aims will be –

- *To provide a positive school culture where the academic and pastoral needs of our pupils are fulfilled.*
- *To ensure an educational environment that is guided by our vision statement;*
- *To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;*
- *To create an atmosphere of respect, tolerance and consideration of others;*
- *To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;*
- *To ensure the safety and wellbeing of all members of the school community;*
- *To assist the parents and children in understanding the systems and procedures that form part of the Code and to seek their co-operation in the application of these procedures;*
- *To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.*

Guidelines for Behaviour in the School

Acceptable behaviour is a necessary condition for effective teaching and learning to take place. The school attempts to set boundaries of acceptable behaviour, to develop patterns of rewards and sanctions and to establish constructive relationships within the local community as it is. To be effective, our code of behaviour must have the support of parents and the Board of Management. Although society at large does not consistently exemplify high standards of behaviour, it expects that its schools will set and encourage such standards. The promotion of such standards will involve the provision of adequate resources, rewards and sanctions, sound relationships between parents, teachers and pupils and effective teaching and learning. The school recognises the ills of society, which include unemployment, crises in family life, poverty, alcoholism, drug and online addictions etc., which create difficulties for children.

The school also recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a positive school culture, a strong sense of community within the school and a high level of co-operation among staff and between staff, parents, pupils and the Board of Management.

Pastoral Care

1) *Each pupil has a right to care. Not only should he have his/her needs for food, shelter, clothing etc. looked after, but he also needs reassurance, encouragement, support and understanding. Above all else, he needs acceptance, care and attention. When he is troubled, he needs someone who will listen.*

2) *Care must be taken not to over-associate behaviour with the pupil, who is always to be respected as a person.*

3) *Aggressive and anti-social behaviour can be symptoms of underlying and often deep-seated problems. Children will often go to extremes to command attention. Care should be taken to identify symptoms and treat problems at an early stage. This should involve healthy communication with home/parents which would benefit the child's education and the teacher/pupil relationship.*

4) *Parents and teachers can sometimes make undue and unrealistic demands on children. Rather than try to make children what we want, we should help them to be the best they can be. Sanction alone is counter-productive. A positive school culture with a reward system fosters good self-esteem and confidence and enables the pupil to be more communicative. It fosters a sense of trust in and respect for adult authority.*

5) *If an unhappy child feels accepted for himself / herself and feels understood, he/she is more likely to feel valued and to feel a sense of belonging. This often brings with it a sense of responsibility.*

Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing This code is ***respect - respect for ourselves and others and their property***

Each member of the school community has a responsibility to nurture and enhance a happy and healthy school environment where everybody feels safe, secure, valued and respected. Thesis reflected in how we relate to, communicate with and treat others, irrespective of their status. Visitors to the school should be welcomed and treated with courtesy.

The school expects the highest standard of behaviour from its pupils including the following:

- *Each pupil is expected to be well behaved and show consideration for other children and adults;*
- *Each pupil is expected to show respect for the property of the school, that of other children and their own belongings also;*
- *Each pupil is expected to attend school on a regular basis and to be punctual;*
- *Each pupil is expected to do his/her /her best both in school and for homework.*

While the school has expanded on these principles to outline the "School Rules" (see Appendix 1), each class may draft their own class rules or charter, through consultation and discussion within the class. These rules will reflect the age and maturity levels of the pupils in the class. Such rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling pupils what to do as well as what not to do. These rules will be referred to regularly and will form part of SPHE lessons.

Whole School Approach to Promoting Positive Behaviour and a Positive School Culture

- *The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of This policy.*
- *However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity.*
- *Parents or other members of the school community may make comments or suggestions through their representatives on the Board of Management, The Parents' Committee or directly to the Principal. The school values the support and co-operation of parents in the promotion of This strategy.*
- *This policy shall apply to all pupils during* ***all*** *school related activities whether or not such activities occur inside or outside the school or in a virtual learning environment such as MNS Google Classroom / MNS Seesaw.*

It is the policy of This school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the Code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

To enable new members of staff to become familiar with practices within the school, discussion regarding the implementation of the Code will always form part of the first staff meeting held each August / September.
A copy of the code will be included in all teachers' documents. The code will also be given to parents whenever they enrol a child in the school and they must sign an acceptance of the Code of Behaviour on the "Enrolment Acceptance Form". The code will also be published on the school website. ***All pupils enrolled in Monastery National School are subject to the school Code of Behaviour without exception.***

Standards of Behaviour

School Uniform

As part of our Code of Behaviour pupils must wear a full school uniform to school every day.

All pupils are required to wear full school uniform on all school days except two class nominated PE days or other nominated special days. E.g. Non-Uniform Days, School Tours etc.

Uniform for Junior & Senior Infants September 2023

The new school uniform for Junior and Senior Infants will consist of;

- A white shirt with a red and navy-blue tie (*elasticated*).
- A navy V-neck jumper with the new school coeducation crest.
- Navy blue trousers or navy pinafore (*with navy knee socks / tights*).
- Plain black shoes or runners (*no logos or stripes*).

The new school PE uniform for Junior Infants will consist of;

- A new school PE tracksuit, navy and royal blue in colour with the new school coeducation crest worn with a white polo shirt. Any colour of runners. Worn on PE days only.
- Tailored navy shorts for warm weather.

School Uniform for 1st to 6th class pupils September 2023

There are some small changes to the existing uniform for senior infants to 6th class.

- A white shirt with no tie.
- A navy round neck jumper with the existing school crest.
- Navy blue trousers.
- Plain black shoes or runners (no logos).
- The existing PE uniform or the new school PE tracksuit worn with a white polo shirt. Any colour of runners. Worn on PE days only.
- Tailored navy shorts for warm weather.

In the event that a child's school uniform is unavailable on a given day, a note must be provided to the teacher and the school tracksuit must be worn instead. *The school uniform must be worn the next day. Failure to comply with our school uniform dress code will be met with sanctions in accordance with our Code of Behaviour.*

A neat appearance and appreciation of personal hygiene are an important part of the personal development of all pupils in school. Pupils who wear "hoodies" must do so in an appropriate manner while in the school, the yard or field or when on school related activities.

For safety reasons, the wearing of looped earrings (sleepers) and studs is forbidden. The school strongly discourages hair styles that distract from the education of the child and his/her peers and/or may lead to teasing / bullying behaviours. E.g. highlights, hair colouring, skinhead, partial shaving, engraving and Mohican type hair styles etc

Chewing gum, fizzy drinks and nuts or nut based foods are not permitted within the school.

Punctuality

School gates open at 9.10am and school formally commences at 9.20am and finishes at 1.55pm for Infants and 2.55pm for all other classes (these times may be amended at times of exceptional national emergencies). Everyone attending school is expected to be punctual at all times, and when this is not possible a note explaining the late arrival is necessary.

Absence

When a pupil is absent from school – even for half a day – he/she will, on returning to school, be expected to have a note from his/her parent/guardian. Pupils who need to leave the school during school hours for appointments must provide a note in their homework journal stating the type of appointment and the name of the person who is collecting them. All pupils must then be "signed out" and "signed back in" at the office in accordance with our health and safety procedures. In accordance with our Child Safeguarding Statement Parents collecting pupils should check in and remain at the school office while their child is brought / called to the office by staff from his/her classroom. Parents or designated pick up persons must "sign out" their child in the register.

Homework

Every child is expected to prepare and produce homework when required to do so by his/her teacher. Parents are encouraged to check and sign the homework notebook each evening. When a child fails to do homework a note of explanation should be written. When a child fails to complete homework on a given evening the teacher will assess and support the child to successfully complete it the following evening. If the child then fails to complete the homework the following sanction will be applied. He / She will be required to attend Friday lunchtime homework time out with a supervising teacher. Repeated failure to do homework will be regarded as a serious breach of school discipline and parents/guardians will then be contacted.

Mobile Phones / I-pods / PSP's / Smart Devices such as watches or any recording technology

Mobile phones should only be brought to school if absolutely necessary**. The school can pass on messages to your child by contacting the school office at 041-6853641. If it is necessary for a pupil to bring a mobile phone to school it must be turned off before entering the school grounds. Also, it must not be turned on again until the pupil exits the school grounds. Pupils are not permitted to have a mobile phone in their possession on the school premises during school hours. If brought to school, mobile phones must be handed up to the class teacher in the morning and will be returned when the pupils are leaving for home. Recording technologies, I-Pods, Smart watches and PSP's may not be brought to school by pupils. **Failure to comply with our rules regarding mobile phones will result in the following sanctions;

- *For a first offence in a school year, a one week confiscation by the school will ensue.*
- *For a second offence in a school year, pupils will be prohibited from taking a mobile phone to the school for the remainder of the school year. Parents will be informed accordingly.*

Behaviour in Class

A child's progress in school is related to good behaviour in class. Every child should remember that indiscipline in class affects not only his/her own progress but that of his/her fellow pupils. Constant disruption due to inattentiveness, talking, distracting others, throwing anything, unacceptable/prolonged giddiness, fighting or shouting during class will be classified as serious indiscipline and action will be taken to protect the interests of both the class as a whole and the teacher.

Behaviour in the school yard/ field

At break-time all children are encouraged to enjoy their games and play in the yard / field. Everyone is expected to behave in such a manner that play can go on uninterrupted and free from interference. Rough dangerous play, the throwing of stones or objects, bullying, harassment, name-calling, coarse language and fighting among pupils will not be tolerated under any circumstances.

*Out of bounds areas are strictly out of bounds. These are: **the sides and front of the school, the Millennium garden area, the grass areas at the sides of the school, the flower beds, the car park, all the banks and the area under the trees along the perimeter of the field**.*

***The reserved infants' playground** is out of bounds for all pupils except infants. **Corridors are out of bounds** during break times. The Board of Management does not and will not accept any responsibility for any person who trespasses on school grounds or premises outside school hours: 9.10a.m. – 2.55p.m. Monday to Friday.*

Playground Rules.

- *Treat every pupil with care, courtesy and respect in the yard / field.*
- *Play in a manner which is safe for yourself and others.*
- *Play on the specific area / pitch that has been allocated to your class on a specific day.*
- *Throw basketballs correctly and with care but never kick a basketball.*
- *Always play outside the "out of bounds" areas. Some of these are marked off with yellow lines.*
- *Always follow the instructions of the supervising teacher.*
- *Run with care for yourself and others so as not to cause collisions.*
- *Rough dangerous play, rough pushing, kicking, coarse language and fighting are strictly forbidden as they hurt and injure others.*
- *Be kind and considerate to fellow pupils, avoid bullying and harassment as this hurts others.*
- *Be polite and kind, never calling another pupil names that are unkind, hurtful or disrespectful.*
- *Place all litter in the bins provided.*
- *Always leave drinks, sweets and crisps in the classroom.*
- *Always leave mobile phones with the teacher in the classroom never bringing them out at breaks.*
- *Hoods must be worn in an appropriate manner.*
- *Always ask the supervising teacher's permission if you need to leave the play area for any reason.*
- *Go to the supervising teacher or the SNA if you have an accident or need assistance.*
- *Always stop play after the bell sounds and line up quickly, quietly and in good order in your class line at the appointed place.*
- *Swinging from all goalposts / Basketball posts / hoops is strictly forbidden.*

Misbehaviour on the Yard / Field

Incidents of yard misbehaviour will be dealt with as follows:

The teacher on duty who notices misbehaviour will reason with the pupil/s misbehaving.

If no improvement occurs the following procedure may be followed:

- *Ask the pupil/s misbehaving to accompany the teacher on duty as they patrol the yard;*
- *Impose a period of "time out" where the pupil will be asked to remain in a specified place on the yard until told to return to play;*
- *Provision of some appropriate sanction to be completed. E.g. writing of the relevant rule, a worksheet, extra assignment.*
- *Impose a period of "time out" where the pupil will be asked to remain in a specified place on the yard for a number of specified breaks.*
- *Inform the class teacher who will decide on the method of discipline;*
- *Supervised "time out" where the pupil is not allowed on the yard for playtime until an appropriate sanction is completed.*
- *A Standard school note may also be sent to parents / Guardians to be signed.*
- *Inform the Principal of the misbehaviour.*

Standards of Behaviour and Sanctions

The Following strategies will be used by all teachers:

Approval: Praise; Encouragement; Reward

The school seeks to recognise, affirm and reward pupils who enhance the school environment and confirm the school ethos. We seek to develop good/healthy self-esteem, confidence and social skills. Honest personal effort will always be recognised, whether academic, behavioural, social or sporting.

Praise and encouragement may be given by means of any one of the following:

- *A quiet word or gesture to show approval;*
- *A comment in a child's exercise book;*
- *A word of praise in front of a group or the class;*
- *A reward system – occasional treats;*
- *A class star. Class earns a special privilege/reward when 20 stars are attained.*
- *Golden Time.*
- *Special mention at Assembly;*
- *Delegating some special responsibility or privilege;*
- *A visit to another class, to another member of staff or to the Principal for commendation;*
- *A mention to parents - either written or verbal communication;*
- *A nomination Certificate for the "Pupil of the Year" award*

Pupil of the Year Award.

The Parents Committee has sponsored the Pupil of the Year Scheme for many years. Certificates are presented in each class each month to pupils who have deserved them by virtue of their efforts in learning, behaviour, personal achievement etc. At the end of the year one pupil is chosen for the Pupil of the Year Award in each class. The names of pupils nominated each month are printed in school Newsletters "Cinnlínte" and posted on the school website throughout the school year.

The Liam Hennessy Memorial Trophy

At the end of 6th class a special award is made to the pupil in 6th class who, in the opinion of all the staff, best epitomises during his/her /her school career the qualities enshrined in the school crest and philosophy – courtesy, reliability, co-operation, participation, and cheerfulness. The trophy was presented by the Hennessy family in memory of Billy Hennessy who was principal from 1975 to 1994 and made such an outstanding contribution to the life of the school.

The Maura Melia Trophy

This is awarded for the 4th class pupil who overall throughout the year epitomises the ethos of the school.

Disapproval
We recognise that a pupil's aggressive, anti-social or un-cooperative behaviour may reflect underlying problems, which may cause pupils to feel angry, hard done by, resentful etc. That is not to say however that these feelings justify defiant and anti-social behaviour.

Disruptive and undisciplined pupils must always be held responsible for their own behaviour and, in their own interests and for the protection of others; steps must be taken to manage such behaviour.
The nature of the behaviour and the age of the child will determine the nature of the strategies employed.

The following "ladder of referral" will be used to show disapproval of inappropriate behaviour:

- *A knowing look.*
- *Walking near the pupil.*
- *A calm verbal reprimand (teacher advises correct behaviour);*
- *Reasoning with pupils including advising them about the consequences of their actions;*
- *Prescribing extra work*
- *Time out in classroom (age appropriate including advising child about reflecting on their behaviour);*
- *"Time out" during breaks*
- *Time out in another classroom (maximum stay 1 hour).*
- *Teacher records instances of repeated misbehaviour.*
- *Teacher contacts parent(s) / guardian(s) by standard note. Note must be signed and returned;*
- *Teacher informs principal of contact with parent(s) / guardian(s).*
- *Teacher and / or Principal meeting with parent /guardians;*
- *Individual behaviour plan (IBP) implemented in agreement with parents/guardians. This may also include agreement by parents/ guardians to voluntarily withdraw their son for one day in the event of any repeated serious or gross misbehaviours. Teacher must provide a pupil work schedule for the withdrawal day.*
- *IBP monitored daily / bi-weekly / weekly by teacher and / or principal.*
- *Review of IBP with pupil / teacher / parent(s) / guardian(s), principal / deputy principal.*
- *Meeting with the Principal, Deputy Principal and the Chairperson or other member of the Board of Management;*
- *Suspension;*
- *Expulsion.*

Initially instances of misbehaviour will be dealt with by the class teacher.
This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels.

Teachers will actively promote good behaviour and aim to "catch" repeated offenders at activities where they can give positive feedback, thus promoting better behaviour. The aim will be to find the "Good" and not the "Bad"

However, where these and other strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal / Deputy Principal, SEN Co-ordinator, parents/guardians and the Board of Management.

Classification of Misbehaviours
*Misbehaviour falls into one of three categories – **minor, serious or gross**.*
Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

1. Minor Misbehaviour
*The following **are examples** of minor misbehaviour:*
Interrupting class work / Arriving late for school / Failure to line up in good time after bell/ Noise on the corridors / Running inside the school building / Littering around the school/ Being discourteous or unmannerly/ / Going into an out of bounds area /Not completing Homework without good reason (to include a note from a parent/guardian) / Inappropriate behaviour, language or gestures / Name calling / Minor infringement of the school rules / Talking out of turn./ Answering back a teacher

Teachers will take the following steps when dealing with "once off" or occasional Minor Misbehaviour

- *Reasoning with the pupil.*
- *Calm verbal reprimand and advice from teacher.*
- *Time out within the classroom / during playtime.*
- *Noting instances of yard misbehaviour when on duty and informing class teacher.*

The school will not contact Parents in relation to "once off" or occasional instances of minor misbehaviours.

Regular occurrences of Minor Misbehaviour will be dealt with as follows:
Phase 1
Ladder of referral used as follows.

- *Teacher records instances of repeated misbehaviour.*
- *Time out in classroom (age appropriate including advising child about reflecting on their behaviour);*
- *Extra written work (perhaps describing misbehaviour or writing out school rules or rule broken) – again to be signed by parent.*
- *"Time out" during breaks*
- *Time out in another classroom (maximum stay 1 hour).*
- *Denial of participation in some class activity e.g. trip to Parish Centre, coaching.*

Phase 2

- *Teacher contacts parent(s) / guardian(s) by standard note. Note must be signed and returned;*
- *Teacher informs principal of contact with parent(s) / guardian(s).*
- *Class teacher will meet with one/both parents;*

Serious Misbehaviour
The following are ***examples*** *of serious misbehaviour:*

Constantly disruptive in class / Regularly arriving late for school / Failing to attempt or complete Homework regularly / Telling lies / Stealing / Persistently not working to full potential /
Damaging others' property / Bullying(including Cyberbullying) / Constantly answering back a teacher / Endangering self or fellow pupils in the class or the yard / Aggressive, threatening or violent behaviour towards another pupil(s)/ other members of the school community / Fighting with another pupil(s) / Using unacceptable language or gestures /Offensive name calling or comments / Deliberate, continual disobedience.*

****All incidents of bullying will be dealt with as outlined in the school's Anti-bullying and Anti Cyberbullying Policies.***

Teachers will take steps as outlined for Phase 1 above, but depending on the misbehaviour may proceed to the following steps when dealing with Serious Misbehaviour

- *Teacher records instances of serious misbehaviour.*
- *Teacher contacts parent(s) / guardian(s) by standard note. Note must be signed and returned;*
- *Teacher informs Deputy Principal / Principal of contact with parent(s) / guardian(s).*
- *Class teacher and / or Deputy Principal / Principal will meet with one/both parents;*
- *Individual behaviour plan (IBP) implemented in agreement with parents / guardians. This may also include agreement by parents/ guardians to voluntarily withdraw their son for the remainder of the school day and / or one full day in the event of any repeated serious or gross misbehaviours. Teacher must provide a pupil work schedule for the withdrawal day.*
- *IBP monitored daily / bi-weekly / weekly by teacher and / or principal.*
- *An account of all incidents will be entered in the relevant Incident book;*
- *Review of IBP with pupil / teacher / parent(s) / guardian(s), principal / deputy principal.*
- *Parents invited to meet with the Principal, and /or Deputy Principal and the Chairperson or other member of the Board of Management;*
- *Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion / change in behaviour.*

***Regular* occurrences of Serious Misbehaviour will be dealt with as follows:**

- *Teacher records instances of repeated serious misbehaviour. Principal records all escalated instances where a pupil is "timed out" to another classroom and/or the "quiet room / area" for repeated serious and/or gross misbehaviours.*
- *Parents/ guardians agree to voluntarily withdraw their child for the remainder of the school day and / or one full day in the event of any repeated serious/gross misbehaviours. Teacher provides a work schedule for the withdrawal day and parents must sign out their child in the office register for the specified day.*
- *Parents invited to meet with the Principal, and /or Deputy Principal and the Chairperson or other member of the Board of Management;*
- *Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion / change in behaviour.*
- *Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained);*

*Where **a suspension** is to be activated the principal shall notify the parents/guardians of the decision in writing and shall confirm:*

A. *the period of suspension, the dates when it will begin and end*
B. *the reasons for the suspension*
C. *any study programme to be followed*
D. *the arrangements for returning to school*
E. *whether the decision to suspend may be appealed to the Board of Management*
F. *the right to appeal under section 29 of the Education Act 1998 if the total number of days for which the pupil has been suspended reaches 20 days in any single school year.*

Gross Misbehaviour

The following are examples of gross misbehaviour:

Bringing weapons or dangerous substances to school / Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / Leaving school premises without permission / Deliberately injuring any member of the school community / Setting fire to school property / Deliberately leaving taps (fire hose) etc. turned on / Deliberately activating the fire alarm system / Deliberately setting off a fire extinguisher(s) / Abusive language towards a member of staff/ Aggressive, threatening or violent behaviour towards a member of staff (e.g. physical violence, striking, nipping, biting, spitting).

*Persistent incidents of **serious misbehaviour** will be classified as **gross misbehaviour**.*

Teachers will take the following steps when dealing with Gross Misbehaviour

- *Teacher contacts principal and records instance(s) of gross misbehaviour.*
- *Principal records all escalated instances where a pupil is "timed out" to another classroom and/or a quiet room / area for repeated serious and/or gross misbehaviours.*
- *Parents/ guardians agree to voluntarily withdraw their son for the remainder of the school day and / or one full day in the event of any repeated serious/gross misbehaviours. Teacher provides a work schedule for the withdrawal day and parents must sign out their son in the office register for the specified day.*
- *Chairperson is informed immediately and suspension sanctioned pending discussion with parents/guardians.*
- *The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three suspension days.*
- *Further suspensions will require an emergency Board of Management meeting at which the Chairperson and Principal will outline for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.*
- *When a pupil is suspended, the parents/guardians will be requested to remove the pupil from the school.*

- *The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.*

Removal of Suspension (Reinstatement)

- *Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school.*
- *The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the School Code of Behaviour and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.*
- *The Principal in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of an individual behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.*
- *Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the chairperson of the board and the principal.*

Expulsion

The Board of Management has the authority to expel a pupil in ***an extreme case*** *(see p.81,* ***Developing a Code of Behaviour; Guidelines for Schools****)* ***or*** *where repeated incidents of gross misbehaviour interfere with the educational opportunities of fellow pupils* ***or*** *where there is a threat to the health and safety of either pupils or staff* ***or*** *where the pupil is responsible for serious damage to property. This sanction would be imposed under the terms of the Education Welfare Act (2000). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:*

1. *Detailed investigation carried out under the direction of the Principal*
2. *A recommendation to the Board of Management by the Principal*
3. *Consideration by the Board of Management of the Principal's recommendation.*
4. *The holding of a hearing with the Principal, parents /guardians and Board of Management.*
5. *Board of Management deliberations and actions following the hearing*
6. *Consultations arranged by the Educational Welfare Officer.*
7. *Confirmation of the decision to expel.*
8. *Parents' right to appeal the decision under Section 29, Education Act 1998.*

Involving Parents/Guardians in Managing Problem Behaviour

- *Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community.*
- *Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's Homework Journal which parents/guardians are requested to sign each evening.*
- *In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour.*
- *Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity.*
- *Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents/guardians to request them to attend an informal meeting at the school. Class teachers, or teachers who witness misbehaviour while supervising on yard duty, may also attend these meetings. The pupil may also attend all or part of these meetings if deemed appropriate.*

Managing aggressive or violent behaviour

- *The school recognises that occasionally pupils may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour.*
- *A small minority of pupils may show particular challenging behaviour. These pupils will need a sustained and systematic response involving the important adults in their lives, in school and at home.*
- *The Principal and staff may seek assistance from the SEN Coordinator / Special Education teachers, NEPS, HSE, Túsla's area EWO or other agencies as part of a behaviour management programme.*
- *As a first step the school, parents / guardians and all relevant support agencies will endeavour to put in place a continuum of support for pupils presenting with challenging, inappropriate and unacceptable behaviours.*

Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including,

(1) permanent exclusion from a school and

(2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent.

Keeping records

In line with the school's policy on record keeping, and data protection legislation, records in relation to pupils' behaviour are kept securely in school.
Copies of all communications with parents/guardians will be retained in the school.
Records of more serious incidents are recorded in our pupil management software NS Admin and in our "Critical Incident/Accidents Reports Folder". They are then retained in accordance with our Data Protection and Record Keeping policy.

Reference to other Policies

Other school policies that support or have a bearing on the Code of Behaviour

- *Anti-bullying*
- *Anti-Cyber Bullying*
- *Child Safeguarding Statement*
- *Data Protection & Record Keeping*
- *Enrolment*
- *Health & Safety*
- *ICT Acceptable Use Policy*
- *Special Educational Needs*
- *SPHE plan*

Success Criteria

This policy will be deemed to be successful when the following are observed:

- *Positive behaviour in class rooms, playground and school environment*
- *Practices and procedures listed in this policy being consistently implemented by teachers*
- *Positive feedback from teachers, parents and pupils.*

Appendix 1 ***School Rules***

Safety: *For my own safety and the safety of others –*

1. *I should be careful coming to and going from school;*
2. *I should always walk while in the school building;*
3. *I should always walk my bicycle within the school grounds.*
4. *I should always show respect, courtesy and politeness to my fellow pupils;*
5. *I should bring a note of explanation following every absence;*
6. *I should always hand my mobile phone up to the class teacher at the start of the school day.*
7. *I should never leave the school grounds without the permission of a teacher.*
8. *I should remain away from the "Out of Bounds" areas at all times.*

Caring for Myself:

1. *I should respect myself and my property, always keeping my school bag, books and copies in good order;*
2. *I should always endeavour to have my school uniform every day and to keep it clean and tidy;*
3. *I should be in school by 9.20 a.m. each day;*
4. *I should always line up quickly, quietly and in good order after play when the school bell rings after break times;*
5. *I understand that chewing gum and fizzy drinks are not permitted in school and that we are also a "nut free" school.*
6. *I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.*

Caring for Others:

1. *I should be kind and respectful to teachers, other school staff, fellow pupils and visitors to the school by being mannerly and polite, by taking turns and by remaining orderly in my class and in the line;*
2. *I should never push, strike or kick another pupil in a way that is unkind and hurtful.*
3. *I should never call another pupil names that are impolite, hurtful and disrespectful.*
4. *I should listen and behave well in class so that my fellow pupils and I can learn;*
5. *I should obey my specific class rules and all rules or policies agreed by the school community;*
6. *I should always show respect for my school by being careful not to damage furniture or any part of the building or the school grounds.*
7. *I should always keep my school clean by bringing unfinished food, drinks and plastic bottles etc. home and by placing litter in the appropriate bin;*
8. *I should show respect for the property of the teachers and of my fellow pupils;*
9. *I should be truthful and honest at all times.*

Bullying: *I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable.*

School Policy on Bullying (Short Version)

Bullying is *repeated* aggression, (verbal, psychological or physical) conducted by an individual or group, against another individual or group.

Indications of Bullying

- Anxiety about going to and from school;
- Unwillingness to go to school;
- Deterioration in school performance;
- Pattern of physical illnesses;
- Unexplained changes in mood/behaviour;
- Visible signs of anxiety or distress;
- Possessions missing;
- Increased requests for money;

- Unexplained bruising;
- Reluctance and/or refusal to say what is troubling him/her.

Procedures for Noting and Reporting Incidents

- All reports of bullying should be noted, investigated and dealt with by the class teacher so that pupils will gain confidence in telling.
- Parents who have a concern for their child should at all times contact the class teacher who will then process the complaint in the school.
- Individual teachers should record and take appropriate action in accordance with policy.
- All confirmed cases should be reported to the Principal.
- Parents will be informed by the teacher following investigation.
- Pupils must understand that reporting is not "telling tales".
- Non-teaching staff must report incidents they have noticed to class teacher or to one of the teachers on yard duty. Discretion is important.
- Serious incidents of bullying will be reported to the Board of Management.

Procedures for Investigating and Dealing with Bullying

- All investigations are based upon a restorative justice approach.
- Staff will employ a calm, unemotional, problem-solving approach to restore good relations.
- Incidents will generally be investigated outside of the classroom situation.
- Those investigating (generally a teacher and the Principal / Member of the School Management Team) will speak to individual pupils.
- Answers will be sought to questions of What? When? How? Where? Who? and Why?
- Members of a group will be met individually and as a group.
- Parents may be called to a meeting with teacher and the Principal and in some circumstances the Chairperson of Board of Management. When the adults concerned have reached a consensus and resolution of the issue(s) the pupil(s) may be invited to attend these meetings.

Programme for Work with Pupils

Learning strategies will allow for the enhancement of each pupil's self-worth – "Stay Safe", Circle Time and "Walk Tall" lessons as part of S.P.H.E. and *Grow in Love* R.E. programme across all classes.

Signed: *Mr Jim McGee* (Principal) Jim Mc Gee Date: 2/10/23

Signed: *Canon Peter Murphy* (Chairperson of Board of Management) Peter Murphy Date: 2/10/23