

ST.FELIM'S NATIONAL SCHOOL

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Code of Behaviour

Introduction & Rationale

We, the Board of Management of St Felim's National School initially drew up our Code of Behaviour in June 2011 in conjunction with staff, parents and children. The policy was revised and updated in November 2014, in November 2016 and again in September 2019.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of St. Felim's N.S. has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

In our Code of Behaviour, we address the following:

1. Whole school approach to promoting positive behaviour – roles and responsibilities
2. Standards of behaviour in the school
3. Positive strategies for managing behaviour
4. Strategies for dealing with inappropriate behaviour
5. Suspension / Expulsion
6. Keeping records
7. Procedure for notification of a pupil's absence from school
8. Reference to other policies

The Code of Behaviour of St. Felim's N.S. has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

St. Felim's National School has deemed it necessary to review and update our Code of Behaviour to ensure compliance with the following legislation and guidelines:

- Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Children First National Guidance 2015
- Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR)

Policy Formation

Our Code of Behaviour is based on two well researched approaches to behaviour management – Discipline for Learning and The Incredible Years. It has also been guided by the Catholic ethos and the mission statement of our school:

OUR MISSION STATEMENT

St. Felim's N.S. is a Roman Catholic school under the patronage of the Catholic Bishop of Kilmore. Its aim is to promote the full and harmonious development of our pupils: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with others. The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ.

St. Felim's provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Catholic Church and promotes the formation of the pupils in the Catholic faith.

Whole School Approach

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the Principal, teachers, ancillary staff and parents in the review and operation of the Code.

The elements of a whole school approach to behaviour include:

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour in all aspects of school life
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy

In order to achieve these aims every partner in school has a responsibility.

Responsibilities of Board of Management

- To provide a safe place of work for all staff
- To provide a safe learning environment for all pupils.
- For the provision of the initial draft and regular reviewing of this policy
- Support the code of behaviour in the school on an on-going basis.
- Support the staff in implementing the code of behaviour and provides, as necessary, professional development in behaviour management education and training.
- Gives authorisation for particular sanctions in the case of serious breaches of behaviour.

Responsibilities of Principal

- Promote a positive climate in the school and ensure all members of the school community strive to live by the school's mission statement
- Ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils, on behalf of the BOM
- Arrange for review of the Code, as outlined in the timetable for review.

Responsibilities of Staff

- To be familiar with the Code of Behaviour and to revise its content on an annual basis
- Model respectful behaviour towards each other, pupils and parents
- Communicate in a positive and appropriate manner
- Building positive teacher- student relationships based on trust, understanding and caring.
- Use the school's Social Personal and Health Education (SPHE) curriculum to support the Code of Behaviour.
- Adopt proactive teaching methods to encourage good behaviour and prevent negative behaviour.
- Give attention, encouragement and praise in order to build children's self-esteem thus nurturing a child's academic and social competence.
- Reward good behaviour.

- Apply sanctions for inappropriate behaviour in a fair consistent manner.
- To teach the school rules and their meaning at the beginning of each school year.
 - Teachers may create a set of class rules to compliment the school rules to allow for a smooth and well run classroom
 - Ensure rules are displayed in the classroom
- Ensure there is an appropriate level of supervision at all times (refer to our Supervision Policy)
- Keep a written record of all incidents of continued, serious or gross inappropriate behaviour. This record will indicate the advice and/or sanctions given to the child on the misbehaviour
- Report repeated instances of repeated minor and /or serious inappropriate behaviour to the Principal.
- Invite parents to discuss instances of repeated minor and/or serious inappropriate behaviour with a view to resolving the issues in a collaborative manner and supporting the pupil in this way.

Responsibilities of Parents

- Read this policy and share the contents with their children.
- Be courteous towards pupil's and staff
- Give supportive co-operation to school staff in the interest and benefit of their children.
- Co-operate with the school's system of rewards and sanctions.
- Ensure children are punctual and are collected on time.
- Ensure children's attendance is regular.
- Give a written explanation prior to a pre-arranged absence or following a child's absence, via Aladdin Connect, by email to the school office or by writing a note in your child's journal.
- Arrange an appointment to discuss misdemeanours with class teacher or Principal through the school office.
- Attend parent/guardian teacher meetings as necessary.
- Communicate any issue, which troubles you or your child at an early stage.
- Help children with homework, ensuring that it is completed.
- Ensure children have the necessary books and materials for school.
- Ensure children have an adequate lunch in accordance with the school's healthy lunch policy.
- Ensure children wear their school uniform.
- Respect school property and encourage their children to do the same
- Label pupil's coats, uniform and other property.
- Supervise their young children on school premises and in school car park when visiting the school and at hometime
- Refrain from bringing family pets/dogs into the school yard (even if on a lead)
- As the Board of Management are responsible for the Health & Safety of all staff and students, Parents are requested not to approach or reprimand another child, not their own, on the school premises.

Responsibilities of the Pupils

- Be involved in revising the school rules and discussing and choosing class rules
- Understand the need for school and classroom rules and to uphold these rules at all times
- To present at school at everyday in full uniform, with all necessary school materials required for that day
- To try their best in school everyday
- To have homework completed to the required standard as outlined by individual teachers
- To address all adults and children in a respectful and courteous manner
- To respect the right of other pupils to learn without disruption
- To follow instructions given by any adult with a position of responsibility in the school
- To use appropriate language in school at all times
- To take responsibility for their own belongings
- To show respect for the property of the school, other children's and their own belongings

In formulating this policy, the Board of Management completed the following steps:

1. All staff were involved in the drawing up of the initial draft and subsequent revisions of the Code of Behaviour.
2. Parents were informed that an initial draft and subsequent revisions of the Code of Behaviour were available and they were invited to make submissions on the content of the code within a specified timeframe.
3. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupil's suggestions to the Principal.
4. The initial draft and subsequent revisions of the Code of Behaviour were reviewed and where appropriate amended in-line with the feedback received.

The finalised draft of the policy was submitted for the approval of the Board of Management.

Aims and Objectives of the Code

The aims and objectives of the code are:

- To create a safe and organised classroom environment where children can be educated without interference and teachers can teach without disruption.
- To create a safe and organised playground where children can play without interference, bullying or harassment.
- To foster a positive school culture where children and teachers treat each other with respect
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others

Standards of Behaviour

School Rules

The staff collaborated with the pupils in drawing up six school rules based on six key principles associated with all aspects of school life. At the beginning of each academic year, each teacher will teach/revise the school rules. Each pupil will be expected to follow the charter of school rules:

RULE NO. 1	Key Word	:	RESPECT
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Be fair to all the whole day through, show that you're friendly and caring too.			
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INSIDE: Walk quietly around the school. Running in the classrooms or corridors is not permitted. Stand back to allow an adult past. Hold doors open for anyone coming behind you or meeting you.

OUTSIDE: Play in the safe and designated areas.

Generally, pupils are expected:

- Say hello/greet teachers/visitors and smile.
- Treat others fairly both inside and out.
- Use appropriate and respectful language. No bad or threatening language.
- Call people by their proper name.
- Practise saying "please" or "le do thoil", "thank you" or "go raibh maith agat" and "excuse me" or "gabh mo leithscéal".
- Knock on doors and wait for a reply before you enter.
- Play fairly and according to the rules of the game (within class groupings).
- Treat others with respect. No hitting, kicking, spitting, biting or teasing. No rough play, using sticks or stones.
- Not to interfere in other people's games.
- Return footballs etc. if they are accidentally kicked into your area.
- Ask for permission to get a ball from an out of bounds area / only the nominated person is permitted to go and get the ball.
- Include everyone in games
- If someone is sitting on the buddy bench ask them to join in your game.

Co-operate with staff in relation to the following out of bounds areas:

- Walls at the front of the school.
- You must not climb or walk on any walls or railings.
- Any planted areas or stoned area.
- Trees and hedges along the town side of the school.
- Any fenced off area. (i.e. around the back).
- Oil tank/Bins.
- Around the back of Mrs. O'Connor's Room

TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU!

Co-operate with staff:

- Do as you are asked by all members of school staff, this includes all teachers, SNAs and Mrs Brady. This applies in the classroom, while eating your lunch, while moving about the school, in all situations in the yard.
- If asked to go to another table within your classroom or to go to another classroom, go immediately, taking work with you and complete the work without interruption and return to your seat or class when sent for.
- On yard, when asked to or to walk beside the teacher on duty, walk beside them until you are told to go back to play. If you are asked to 'time out' – go immediately – and remain there until the teacher releases you.

Always be ready to follow the rule:

- Obey any instructions immediately in a pleasant and co-operative manner
- Treat teachers and pupils with respect. You must not:
 - Answer back.
 - Mutter under your breath.
 - Have a sullen attitude.
- If you have a valid excuse or a point to make, do so politely.

CONTINUE TO BEHAVE AS ASKED EVEN WHEN THE TEACHER OR STAFF MEMBER HAS LEFT THE AREA OR MOVED OUT OF SIGHT!

RULE NO. 3 Key Word : SAFETY Quiet walking is the way we move around the school each day.
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- Always walk, never run inside the school building.
- Walk quietly, in orderly lines, when going in and out of the building, in the morning, at breaktimes and at hometime.
- Walk quietly in orderly lines, when going to the hall or other classrooms.
- Walk quietly in orderly lines, when going to P.E.
- Walk quietly when going to and from the toilet.
- No loitering in the corridors.
- Children must use the toilet and take coat etc. out with them.
- Children are not permitted back into the school at breaktimes without permission from the teacher on yard.
- All incidents on the yard must be reported immediately to a teacher or SNA on duty and not on your return to class.
- If you need medical attention you must report to an adult on yard duty. They will help you or send you into the office.
- Line up quietly in straight lines when the bell rings at the end of breaktime.
- At lunchtime, sit quietly in your own seat while eating your lunch.
- During wet breaktimes, remain sitting in a seat in your own classroom.
- Close doors quietly after you.
- Hold doors open for anyone who may be coming behind you or meeting you.
- Stay in the school grounds at all times unless given permission to leave by a teacher.
- No child may leave the school grounds without prior permission.
- Written permission is needed from a parent before a child is allowed to walk or cycle home from school.

RULE NO. 4	Key Word : APPEARANCE
Uniform is how we dress, keep the school tidy and looking its best.	

Uniform:

- Children must present for school in a clean and tidy manner, in correct school uniform as outlined in the school's uniform policy
- Full uniform including black shoes/runners is to be worn everyday, except on P.E. days, when children must wear their school tracksuit.
- If you don't have a school tracksuit you must wear your school uniform/jumper.
- Any child not in uniform will get a verbal warning, unless they have a valid excuse, along with a note from parents.
- Any child not wearing their uniform will not be permitted to go on visits outside of the school.
- Keep uniform and shoes neat and clean.
- All classes will be reminded at the start of the school year about personal hygiene.
- The only jewellery permitted to be worn is earring studs and watches. For Health and Safety reasons, necklaces and bracelets are not permitted to be worn.

Tidy School:

- Help keep classrooms tidy.
- Put rubbish in the correct bins.
- Keep desks and books tidy and schoolbags in a safe place where others won't trip over them.
- No graffiti on school desks, chairs, toilet doors, or walls around the school.
- No defacing of any of your school books or copies.
- Put things back in their correct place in classrooms, e.g. games etc.
- No deliberate damage to school property
- Leave classroom tidy after eating lunch. Wrappers and food items must be put in the appropriate bin or put back in your lunch box.
- Keep the school yard tidy. You are not allowed to eat or drink outside. Food or drink brought outside may be confiscated.

RULE NO. 5	Key Word : PATIENCE
Raise your hand and wait your turn to give us all a chance to learn.	

- Stop what you are doing and listen when the teacher, substitute teacher, other members of school staff, any visitor or other pupils are speaking.
- This applies whether you are in the classroom, on the corridor or out in the yard.
- Put you hand up and wait until given permission to speak.
- When the teacher is out of the classroom for any reason, stay in your place and work quietly on your given task. If finished, read quietly.
- You must remain in your place, except of course in an emergency
- If a visitor calls to speak to the teacher, continue work quietly.
- Be on time for class in the morning and after each breaktime.
- Do not interfere or disturb the work of other pupils in the classroom. Everyone deserves the chance to learn.
- Within each class the teacher will decide what constitutes unnecessary movement around the classroom and unnecessary talking or noise and will make that clear to the class.

RULE NO. 6 Key Word : EFFORT Try your best in all you do, at school and with your homework too.
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Try your best:

- Always do your best at your work in school.
- Pay attention to what you are asked to do and do it carefully and neatly.
- Be on time for school.
- Have all necessary books, pencils, etc. with you. Get into the habit of packing your bag the night before.
- If you are absent from school, your absence must be explained by your parent / guardian by using the Aladdin Connect App or by sending in a written note in your journal.

Homework:

- Homework should always be completed neatly and carefully.
- Finish any work you are asked to finish at home as carefully as you have started it in school.
- Bring any books, copies home with you that you will need in order to do your homework.
- If you have any incomplete homework, you will be asked to complete it at breaktime, at lunchtime or at home. This will be at the discretion of your class teacher.
- If you have a genuine reason for homework not being done, bring a written note from your parents explaining the reason.

School Organisation

- **Yard** – There are designated play areas for different groups. These are designated at the beginning of each school year and are subject to change.
- **Supervision** – The yard is supervised by teachers and SNAs on a rota basis. (See Supervision Policy)
- **Special Needs Pupils** – Any children with behavioural difficulties may have SNA supervision in yard. The relevant class teacher and SET teacher will set specific social skills targets & strategies for these pupils in their IEP or behaviour plan.

Promoting Positive Behaviour

We will endeavour to create an environment where positive behaviour is reinforced through praise and reward.

Praise

The teachers will use a selection of the following strategies:

- A quiet word or gesture to show approval
- A comment in a child's copy or worksheet
- A comment on good behaviour in homework journal/message on Aladdin Connect
- A visit to another class, to another member of staff or to the Principal for commendation
- A word of praise in front of a group or the class
- Special mention at assembly

Rewards

Reward systems are used throughout the school by all teachers. Individual reward systems are used at each class level. Teachers may also use a group and/or a whole class reward system at their own discretion.

Examples of Individual, Group or Whole Class Rewards (this list is not exhaustive)

- Sweet Treat
- Lucky Dip
- Homework passes
- Golden time Passes
- iPad time passes
- Extra yard time / P.E. / Art
- Special responsibility or privilege e.g. special job, sit on a cushion, project time
- Movie
- Popcorn / Pizza / Ice-Cream Party

Individual Rewards

Each teacher will run a reward system in their class. Each teacher will choose a reward system suitable to the class level they are teaching.

Examples of reward systems that may be used by the teachers include: (this list is not exhaustive)

- Stamps
- Star charts
- Ticking system
- Class Dojo
- Token Economy

In implementing the reward system in place, each child will have an opportunity to earn at least three stamps/stars/ticks/points/tokens (whatever the teacher has decided to use) per day.

Children/classes can receive stamps or equivalent from the other teachers, the SNAs or the Principal.

In September each year, school rules are explicitly taught from Senior Infants to 6th class and are revised each term. In Junior Infants, school rules are introduced in September and are explicitly taught by the end of Term 1. Each teacher will create their own class rules. They will explain the reward system that will be used to the children. The type of rewards and how many stamps or equivalent that are required to achieve the rewards will be also discussed with the children at an age appropriate level.

As a general outline, the number of stamps or equivalent required to receive a reward will be carried out a graded system according to the child's age as outlined below:

Class/es	Number of stamps etc. required to receive a reward
Junior & Senior Infants	Children will receive a reward every 15 stamps or equivalent
First & Second Class	Children will receive a reward every 20 stamps or equivalent
Third, Fourth, Fifth & Sixth Class	Children will receive a reward every 30 stamps or equivalent

Please Note: If a class are using the 'Token Economy' reward system the child will not receive a reward every time he/she has achieved the number of stamps or equivalent as outlined above. The Token Economy system allows the children to decide when they want to 'cash in' their tokens to receive an agreed reward.

Group/Whole Class Rewards

These rewards will be awarded by each class teacher and may differ from class to class.

Inappropriate Behaviour in Class / School

Inappropriate behaviour is initially dealt with by the class teacher. This will include the teacher using some strategies to try to correct the inappropriate behaviour prior to administering any type of sanction.

These strategies are:

- Non – verbal cues
 - Looking over in the direction of the child
 - Moving closer to the child
- Re-directing the child e.g. calling on the child, asking the child a question about the activity
- Proximity Praise i.e. praising a child or group of children

If these strategies fail, the teacher will move onto administering sanctions as outlined in this policy.

Classification of Inappropriate Behaviour

In order to establish a common understanding and consistent response the Code of Behaviour classifies inappropriate behaviour into three levels based on the degree of disruption caused by the behaviour.

- Minor Misbehaviours are the most common type of misbehaviour that are dealt with in the school environment. These behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Minor misbehaviours especially those repeated by one or more pupil's within a class are the most disruptive to a child's learning environment. They pose the greatest challenge to teachers in the delivery of the curriculum, therefore must be acted on as soon as they occur. St. Felim's recognise that students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave.
- Serious Misbehaviours occur occasionally. These behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff.
- Gross Misbehaviours are rare. They are considered the most serious violations of the school's Code of Behaviour. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. In general, these are extremely rare.

The Code also specifies the sanctions and supportive interventions that will be employed at each level.

It is vitally important that children and parents/guardians accept that sanctions will be incurred from time to time and that the advice given to the children on how to improve their behaviour is followed.

Minor Misbehaviours in class/school

<i>Behaviours</i>	<i>Sanctions</i>
<p>Listed below are some examples of minor misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Arriving late for school • Being discourteous / unmannerly • Being disruptive in class, including talking in class, answering out of turn, disturbing the work of others • Inattentiveness in class • Running in the hallways • Failure to prepare for class as defined by individual teachers including not completing homework without good reason (to include a note from a parent/guardian) • Being dishonest • Cheating • Swinging on chairs • Inappropriate behaviour or gestures • Leaving classroom without permission • Keeping a mobile phone or other electronic device in their bag during class time • Wearing jewellery /unsuitable earrings / make up • Extreme frequency in visit to toilet (without parental explanation) • Failure to wear correct uniform • Name calling • Use of bad language 	<p><i>Sanctions for minor misbehaviours are graded in four steps and are imposed if behaviour is consistent over the course of a school day:</i></p> <p><i>Step One:</i> Verbal warning and rule reminder. Teacher will speak with the child and give direction on how to improve behaviour.</p> <p><i>Step Two:</i> Written warning – the child’s name will be recorded. A rule reminder will be given and the child will lose one stamp or equivalent.</p> <p><i>Step Three:</i> Second written warning - the child’s name will be recorded again. A rule reminder will be given and the child will lose a second stamp or equivalent. The child may also be isolated in class if deemed necessary by the class teacher.</p> <p><i>Step Four:</i> Third written warning – the child’s name will be recorded a third time. A rule reminder will be given and the child will lose a third stamp or equivalent. The child may also be sent to another class if deemed necessary by the class teacher. Parents will be notified by a note home in pupil’s journal to be signed and returned to the school.</p> <p><i>Intervention Step:</i> If a child incurs the four sanctions outlined above on three occasions in the same month, the child will be issued with a consequence sheet and parents will be required to attend a meeting to discuss supportive interventions to be put in place by means of a classroom support behaviour plan tailored to meet the needs of the child within the school setting.</p>
<i>Supportive Interventions</i>	
<p>Listed below are some examples of supportive interventions for minor misbehaviours:</p> <ul style="list-style-type: none"> • Discussion of behaviour with the child and advice on how to improve. • SPHE lessons will include discussions about behaviour and the consequences of inappropriate behaviour at all class levels • Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members) • Teachers will keep a running record of minor misbehaviours, if a pattern appears, the class teacher will contact parents to attend a meeting to discuss classroom interventions by means of a classroom support behaviour plan. 	

Serious Misbehaviours in class/school

<i>Behaviours</i>	<i>Sanctions</i>
<p>Listed below are some examples of serious misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Repeated instances of minor level misbehaviours which have not been modified by classroom support behaviour plan • Behaviour that is hurtful including bullying, harassment and discrimination (race, gender, religion, physical condition, disability, sexuality or ethnic origin) • Behaviour which is dangerous to self or others • Intentionally damaging school (including book rental books) or personal property • Leaving school premises without permission • Disrespectful language, tone or behaviour • Verbal abuse of a staff member or pupil • Ignoring staff requests • Stealing • Not using/misusing the iPads as directed by the teacher for educational purposes • Not adhering to the school's acceptable use policy for internet use • Using a mobile phone, or other electronic device or taking photographs at school 	<p><i>Sanctions for serious misbehaviours are graded in four steps and are imposed on the first occurrence and advanced if behaviour is repeated over a period of time:</i></p> <p><i>Step One:</i> Consequence sheet to be completed at home and signed by parents.</p> <p><i>Step Two:</i> Consequence sheet to be completed at home and signed by parents. Parents will be required to attend a meeting to discuss supportive interventions to be put in place tailored to meet the needs of the child within the school setting.</p> <p><i>Step Three:</i> Referral to Principal – Yellow card (name and details of the incident are recorded in behaviour book and a copy kept in pupil's file) and a consequence sheet to be signed by parents with a letter explaining that the child has received their first yellow card. Parents will be required to attend a meeting to put a specific School Support Behaviour Plan in place.</p> <p><i>Step Four: Suspension</i> Referral to Principal – Orange card (name and details of the incident are recorded in behaviour book and a copy kept in pupil's file) and the child will be issued with a suspension in line with the procedures outlined in this policy.</p> <p><u>Please Note After Intervention at Step 3:</u> If the behaviour persists despite a School Support Behaviour Plan in operation and the child incurs the first three sanctions outlined above for a second time in the same term, an automatic suspension of 3 days will apply. See further down in the policy for procedures for suspension.</p>
<i>Supportive Interventions</i>	
<p>Listed below are some examples of supportive interventions for serious misbehaviours.</p> <ul style="list-style-type: none"> • Discussion of behaviour with the child and advice on how to improve. • Classroom-based interventions, such as Circle Time or class meetings • Teachers will keep a record of serious misbehaviours, to discuss with parents and other relevant staff members when supportive interventions are to be put in place as outlined above. • Request for assistance from external agencies may be sought e.g. NEPS, HSE, CAMHS, NCSE, SESS. • Referral of a child displaying behavioural problems for psychological assessment (with consent of parent(s)/guardian(s)). 	

Gross Misbehaviours in class/school

<i>Behaviours</i>	<i>Sanctions</i>
<p>Listed below are some examples of the types of behaviour that are included in gross misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Repeated instances of serious level misbehaviours which have not been modified by a school support behaviour plan • Physical assault on a staff member or pupil • Serious theft • Serious damage to property • Persistently engaging in activities that have been identified by staff as dangerous or inappropriate • Bringing weapons or dangerous substances to school • Aggressive, threatening or violent behaviour toward a staff member or pupil 	<p><i>Sanctions for gross misbehaviours are graded in two steps:</i></p> <p><i>Step One: Suspension</i> Referral to Principal – Orange card (name and details of the incident are recorded in behaviour book and a copy kept in pupil's file) and the child will be issued with a suspension in line with the procedures outlined in this policy.</p> <p><i>Please Note:</i> In certain cases of gross misbehaviour e.g. physical assault on a staff member or pupil, an automatic suspension of 3 days will apply and undertakings will be required from both child and parents/guardians in relation to the child's behaviour before the child can be reinstated</p> <p><i>Step Two: Exclusion</i> Referral to Principal – Red Card (name and details of the incident are recorded in behaviour book and a copy kept in pupil's file) and the child will be expelled from the school in line with the procedures outlined in this policy.</p>
<i>Supportive Interventions</i>	
<p>Listed below are some examples of supportive interventions for Gross misbehaviours:</p> <ul style="list-style-type: none"> • Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal, parents, and B.O.M., Tusla, Gardaí if deemed necessary. • Request for assistance from external agencies may be sought e.g. NEPS, HSE, CAMHS, NCSE, SESS. • Referral of a child displaying behavioural problems for psychological assessment (with consent of parent(s)/guardian(s)). 	

Inappropriate Behaviour on the Yard

Inappropriate behaviour is initially dealt with by the adult supervising the yard.

In order to establish a common understanding and consistent response the Code of Behaviour classifies inappropriate behaviour on the yard into two levels based on the degree of disruption caused by the behaviour.

- Minor Misbehaviour are those that interfere with playtime. Students learn through their mistakes. To this extent, responses to the inappropriate play on the yard, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave.
- Serious Misbehaviours are those that seriously interfere with playtime and are potentially dangerous to the safety and well-being of the students and staff.

The Code also specifies the sanctions that will be imposed, the supportive interventions already listed that will be employed at each level if required.

Minor Misbehaviours on the yard

<i>Behaviours</i>	<i>Sanctions</i>
<p>Listed below are some examples of minor level misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Playing in out of bounds areas • Retrieving the ball from an out of bounds area without permission • Leaving the yard to go indoors the building without permission • Not playing fairly • Not playing by the agreed rules • Rough play • Leaving others out of games • Behaviour that causes minor injury • Inappropriate behaviour or gestures • Name calling • Use of bad language • Swinging jumpers / coats • Throwing stones • Playing with branches • Taking a mobile phone or other electronic device out to the yard at playtime 	<p><i>Sanctions for minor misbehaviours are graded in three steps and are imposed if behaviour is consistent over the course of a playtime.</i></p> <p>In the first instance if something is reported the adult on yard duty will ask the child and/or children to explain what has happened.</p> <p>If sanctions are to be imposed, the adult on yard duty will impose the following steps and will inform the class teacher:</p> <p><i>Step One:</i> Verbal warning and rule reminder. The adult on yard duty will speak with the child and give direction on how to improve behaviour.</p> <p><i>Step Two:</i> Time out – the child's will be asked to go to time out or walk with the adult on yard for approx. 5 minutes. The child's name will be recorded in the yard book. A rule reminder will be given and the child will lose one stamp or equivalent.</p> <p><i>Step Three:</i> Time Out - the child's will be asked to go to time out in a classroom in the school which will be supervised. The child's name will be recorded in the yard book. A rule reminder will be given and the child will lose two stamps or equivalent.</p> <p><i>Intervention Step:</i> If a child has been sent in for 'Time Out', on three occasions in the same month, the child will be issued with a consequence sheet and parents will be required to attend a meeting to discuss supportive interventions to be put in place by means of a behaviour support plan tailored to meet the needs of the child within the yard setting.</p>
<i>Supportive Interventions</i>	
<p>Listed below are some examples of supportive interventions for minor misbehaviours:</p> <ul style="list-style-type: none"> • Discussion of behaviour with the child and advice on how to improve. • SPHE lessons will include discussions about behaviour and the consequences of inappropriate behaviour at all class levels • Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members) • Teachers will keep a running record of minor misbehaviours, if a pattern appears, the class teacher will contact parents to attend a meeting to discuss classroom interventions by means of a classroom support behaviour plan. 	

Serious Misbehaviours on the yard

<i>Behaviours</i>	<i>Sanctions</i>
<p>Listed below are some examples of serious misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Repeated instances of minor misbehaviours which have not been modified by the use of time out and / or other intervention. • Behaviour that is hurtful including bullying, harassment and discrimination (race, gender, religion, physical condition, disability, sexuality or ethnic origin) • Behaviour which is dangerous to self or others pupils while on yard e.g. going out onto the road • Intentionally damaging school property • Leaving school premises without permission • Disrespectful language, tone, or behaviour • Verbal abuse of a staff member or pupil • Ignoring staff requests • Fighting • Encouraging another child and/or other children to engage in any type of inappropriate behaviour • Using a mobile phone, other electronic device or taking photographs 	<p><i>There is one sanction for serious misbehaviour in the yard.</i></p> <p>In the first instance if something is reported the adult on yard duty will ask the child and/or children to explain what has happened. If sanctions are to be imposed, the adult on yard duty will impose the following step and will inform the class teacher:</p> <p><i>Step One:</i> Time Out - the child will be asked to go to time out in a classroom in the school which will be supervised. The child's name will be recorded in the yard book. A rule reminder will be given and the child will lose two stamps or equivalent.</p> <p><i>Intervention Step:</i> If a child has been sent in for 'Time Out', on three occasions in the same month, the child will be issued with a consequence sheet and parents will be required to attend a meeting to discuss supportive interventions to be put in place by means of a behaviour support plan tailored to meet the needs of the child within the yard setting.</p>
<i>Supportive Interventions</i>	
<p>Listed below are some examples of supportive interventions for serious misbehaviours.</p> <ul style="list-style-type: none"> • Discussion of behaviour with the child and advice on how to improve. • Classroom-based interventions, such as Circle Time or class meetings • Teachers will keep a record of serious misbehaviours, to discuss with parents and other relevant staff members when supportive interventions are to be put in place as outlined above. • Request for assistance from external agencies may be sought e.g. NEPS, HSE, CAMHS, NCSE, SESS. • Referral of a child displaying behavioural problems for psychological assessment (with consent of parent(s)/guardian(s)). 	

Please note the following in relation to sanctions for all types of misbehaviour:

In certain instances, the context of the incident will determine how it is dealt with and the sanctions that will be imposed will relate as closely as possible to the behaviour.

Therefore, in addition to the stages mentioned previously a teacher can:

- Detain a child at break or lunch time, for example, a child who does not do his/her class work or homework (without a note explaining the reason) may be detained at break time to complete it.
- Not allow a child to use the iPads, for example, a child who does not use or misuses the iPad during a lesson or during iPad time when used as a reward

If a child who has been issued with a consequence sheet fails to return it to school the next day completed and signed, he/she will be detained at lunchtime to complete it and it will be sent home to be signed.

If a child has a genuine reason (explained by parent/guardian) for having a mobile phone or other electronic device and does not hand it up to their class teacher as outlined in our yearly letter, the phone or device will be confiscated and a parent/guardian will have to come to the school to collect it.

In relation to instances of persistent misbehaviour or once off serious misbehaviours the child may lose privileges, for example, not allowed attend sporting activities, class trips and school tours.

Nobody expects perfection and all that is required is an attitude of co-operation and a willingness to conform.

Children with Special Educational Needs

All children are required to comply with the Code of Behaviour. However, St. Felim's recognises that some children with special educational needs may need extra time and help in understanding some rules.

Specialised behaviour plans may be necessary at times. Cognitive development will be taken into account at all times. Behaviour Plans will be put in place in consultation with the class teacher, Parent/Guardian, Special Education Teacher(s), and Principal. Everyone will work together to make sure the child receives all the support they need. Any professional advice from our NEPS Psychologist or any other psychological assessments will be taken into consideration.

The children in the class may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals. The class teacher will monitor peer support regularly.

Record Keeping

The school B.O.M. is a *data controller* of *personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled.

It is very important that all incidents of poor behaviour are recorded and kept up to date. These records are written in a factual and impartial manner. This allows for patterns of poor behaviour to be spotted early and interventions (e.g. an Individual Behaviour Plan) to be put in place as soon as possible. To this end, every class has a folder for record keeping. This folder is passed on from year to year.

In line with the school's policy on record keeping and data protection legislation, all records in relation to pupil's behaviour are kept in a locked press/filing cabinet in a teacher's classroom or Principal's office.

Records may also be kept electronically in the pupil's file on the school's database Aladdin.

Procedures for Suspension and Expulsion

Suspension

Definition of Suspension:

'requiring the student to absent himself/herself from the school for a specified, limited period of school days'

Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The Board of Management of St. Felim's N.S. has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher in consultation with the Chairperson of the BOM or in his/her absence the Deputy Principal. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy, to the Principal Teacher in consultation with the Chairperson of the BOM or in his/her absence the Deputy Principal. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the B.O.M. reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school.

An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Automatic Suspension

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of St. Felim's N.S., having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction:

- Serious misbehaviours that have not been modified by intervention as outlined in this policy
- Behaviour which is having a serious detrimental effect on the Education of the other children
- Whether the child's continued presence in the school constitutes a threat to Health and safety
- The child is responsible for serious damage to property
- Physical assault/violence resulting in bodily harm to a pupil or member of staff

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss; the circumstances surrounding the suspension, interventions to prevent a reoccurrence of such misconduct.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply:

Where a preliminary assessment of the fact confirms serious/gross misbehaviour that could warrant suspension, the Board of Management of St. Felim's will initiate a formal investigation of the matter. The following procedures will be observed:

A written letter containing the following information will issue to Parent(s)/guardian(s):

1. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Removal of Suspension

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 behave in accordance with the Positive Behaviour Policy and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to pupil's own safety or unduly disrupt the education of the other pupils. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Expulsion

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious/gross misbehaviour that could warrant expulsion the following procedures will apply:

Step 1: A detailed investigation carried out under the direction of the Principal

In investigating an allegation, in line with fair procedures, the Principal should:

- inform the pupil and his/her parents/guardians in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- give parents and pupil every opportunity to respond to the complaint of serious/gross misbehaviour before a decision is made and before a sanction is imposed.

Step 2: A recommendation to the Board of Management by the Principal.

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion
- ensure that parents/guardians have records of:
 - the allegations against the student
 - the investigation
 - written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as given to the parents and/or guardians
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents/guardians that they can make a written and oral submission to the Board of Management
- ensure that parents/guardians have enough notice to allow them to prepare for the hearing.
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing. The Board will:

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- undertake its own review of all documentation and the circumstances of the case
- hold a hearing where the Board of Management decides to consider expelling a student.
- allow the Principal and the parents/guardians to put their case in each other's presence
- allow each party to question the evidence of other party directly
- ensure that the Principal and parents/guardians are not present for the Board's deliberations

Step 4: Board of Management deliberations and actions following the hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board will:

- notify the Educational Welfare Officer (TUSLA) in writing of its opinion and the reasons for this opinion.
- inform the parents/guardians in writing about its conclusions and the next steps in the process.
- inform parents/guardians that the Board of Management is writing to inform the Educational Welfare Officer.
- not expel the pupil before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24)

Step 6: Confirmation of the decision to expel

- Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel.

Appeals

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act, 1998 Section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

Review of use of expulsion

- The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

Procedure for notification of a pupil's absence from school

In co-operation with parents and guardians, we strive to help each pupil achieve his/her full potential and so we will promote a positive attitude towards good attendance and punctuality.

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, *"the procedures to be followed in relation to a child's absence from school."* Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

Please refer to the **Statement of Strategy for School Attendance** for further information on:

- strategies to promote good attendance
- responding to poor attendance
- recording and reporting attendance

Reference to Other Relevant Policies

- Child Safeguarding Statement
- Anti-bullying Policy
- SPHE Plan
- Enrolment Policy
- Statement of Strategy for Attendance
- Data Protection Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Dignity at Work Policy
- Acceptable Use Policy

Success Criteria

- Observation of positive and improved behaviour in classrooms, corridors, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents/guardians and pupils.

Implementation & Review

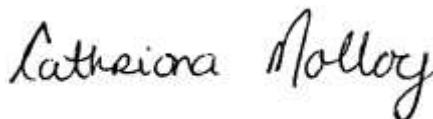
The whole staff is responsible for the implementation of this Code of Behaviour. It will be implemented with immediate effect of it being ratified by the Board of Management.

This policy was reviewed and updated by the Board of Management in September 2020. It will be reviewed in 2023 or sooner if deemed necessary.

This policy was ratified by the Board of Management on 29/09/2020.



Signed: _____
Gerry Sheanon
Chairperson of Board of Management



Signed: _____
Cathriona Molloy
Principal