

Inchicronan Central National School R19551S

Code of Behaviour Policy

(Please note that the term 'contract' was amended to the term 'shared agreement' in August 2022)

1. Introduction

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of **Inchicronan Central NS** has prepared and made available a Code of Behaviour for its pupils, staff and parents. The aim of our school is to facilitate each child's development into a self-confident adult with a sense of responsibility and self discipline. To achieve this we need a happy and contented atmosphere based on good manners, courtesy and respect for authority, for each other, and self-respect. A code of behaviour will help to promote effective learning and is in the best interest of the pupils. Parents/guardians are requested to co-operate with the school in the implementation of this code.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school.
2. The whole school approach in promoting positive behaviour.
3. The measures that shall be taken when a pupil fails or refuses to observe those standards.
4. The procedures to be followed before a pupil may be suspended or expelled from this school.
5. The grounds for removing a suspension imposed in relation to a pupil.
6. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of **Inchicronan Central NS** has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

2. Policy Formulation

In formulating this policy the Board of Management will complete the following steps;

- I. Parents and Staff will be informed that an initial draft of the Code of Behaviour is available and will be invited to make submissions on the content of the code within a specified timeframe. The draft policy may be posted on our school website and parents/guardians will be offered ample time to make submissions online or in writing.
- II. Class teachers are requested to discuss rules and formulate classroom rules at the beginning of the school year.
- III. The initial draft of the Code of Behaviour will be reviewed and where appropriate amended in line with the feedback received.

3. Aims & Objectives of the Code

The aims and objectives of the code are:

- ☐ To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- ☐ To create an atmosphere of respect, tolerance and consideration for others.
- ☐ To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
- ☐ To ensure the safety and well being of all members of the school community.

- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour 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.

4. 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.

5. Standards of Behaviour

Pupils

General Behaviour

Each pupil is expected to:

- Be well behaved and to show consideration for other children and adults. Vulgar and abusive language will not be tolerated.
- Pupils are required to walk within the school building. At home time they will walk in an orderly fashion to the school gate.
- Show respect for the property of the school, of other children and their own belongings.
- Attend school on a regular basis and to be punctual.

Notes of explanation are required from a parent/guardian for the following instances:

- a) If a child is absent from school.
 - b) If a child needs to leave during school hours.
 - c) If homework is not complete or not done.
- Do his/her best in school. They should strive to reach the highest standard in their school and homework.
 - The use of mobile phones is strictly forbidden.
 - Listen to the teacher and other pupils if they are speaking.
 - Work to the best of his /her ability.
 - Value school property and the belongings of fellow pupils.
 - Follow the direction of his/her teacher.
 - Obtain his/her teacher's permission to leave the classroom.
 - Respect the teacher, other pupils and visitors to the classroom.

General behaviour rules apply in the morning.

Teachers are in their classrooms from 9.10am.

Playground Behaviour

Each pupil is expected to:

- Play safely avoiding any games or play that is rough or dangerous.
- Follow the directions of the playground supervisors.
- Remain on school grounds at all times.

- Obtain permission before re-entering the school building during break periods. Pupils are expected to use the toilet before yard break and will only be allowed back into school with permission from a staff member.
- Respect the yard supervisor and fellow pupils.
- Avoid swearing, fighting or name calling.
- General behaviour and classroom rules apply also at break time.
- On wet days when pupils remain indoors, classroom rules apply.

If it rains while they are on the yard, pupils will line up as normal before re-entering the school.

Behaviour during School Outings/Activities

- ☐ General behaviour and classroom rules apply also during these activities.
- ☐ Follow the teacher's directions at all times.
- ☐ Remain with the teacher/supervisor and group of pupils at all times.
- ☐ Behave politely towards those they meet on such trips.
- ☐ Observe the rules of general good behaviour.

6. Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school. Teaching staff are specifically responsible for the management of behaviour within their own classroom. They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at **the beginning of each school year**. Pupils will regularly be reminded of this code during the school year.
- Pupils are asked to engage with and agree with the classroom rules.
- Playground rules will be established by all classes in September. A set of rules will be agreed by all.
 - ☐ Ensure the rules are displayed in the classroom.
 - ☐ Encourage self-discipline and positive behaviour.
 - ☐ Ensure there is an appropriate level of supervision at all times. If a teacher needs to leave their classroom for any reason, the teacher in the nearest classroom will be informed and will assume responsibility for supervision of that class.
 - ☐ Implement the reward/sanction scheme in a fair and consistent manner.
 - ☐ Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and the consequences of its repetition.
 - ☐ Report repeated instances of serious misbehaviour to the principal.

7. Parents/Guardians

As parents are recognised as active partners in the education process, they play a crucial role in shaping attitudes in their children which produce positive behaviour in school.

Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given in due time and a proper effort is made.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns with the class teacher .

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

8. Promoting Positive Behaviour

As a general rule the school will strive to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. The value of positive peer pressure is recognised as an important tool in maintaining acceptable behavioural actions.

A reward scheme for promoting positive behaviour will be used. Such rewards will include some or all of the following. This list is meant as samples only;

- Homework passes.
- Notes in homework diaries recognising positive behaviour/school work.
- Special privileges e.g. class jobs, extra computer time.
- Pupil of the week awards to be presented at assembly.
- Teachers and principal will personally acknowledge positive behaviours and well presented school work.
- Writing certificates to be given once a term
- Reinforcement of positive behaviour through the use of stickers and stars.
- Group rewards and incentives.
- Lucky dip and raffle
- Stars for best table in classroom

9. Inappropriate Behaviour

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Meeting with parents:

It is this school's policy that teachers will not meet alone with parents involved in disciplinary issues. Two teachers will always attend such meetings.

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas.

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.

Listed below are some examples of the types of behaviour that are included in Level 1.

Please note the list is not exhaustive and that general school/class behaviour should be referred to.

- Failure to prepare for class, as defined and agreed by class teachers and pupils.
- Disturbing play of others

- Disturbing the work in the classroom
- Vulgar and abusive language, tone or manner.
- Failure to follow direction of class teacher or any school staff member.
- Disrespect for school property or the property of staff and other pupils.
- Consistent non-wearing of uniform

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at Level 1.

Some examples of Level 1 responses are:

- ☐ Verbal reprimand/reminder(s).
- ☐ Reinforcement and encouragement of alternative positive behaviour. Teachers will always focus on the positive.
- ☐ Temporary separation from peers, friends or others. Pupils may spend time-out periods in other classrooms.
- ☐ Prescribing additional work which can only be done outside of school/class time.
- ☐ Loss of privileges such as class jobs and other treats.
- ☐ If a child consistently displays level 1 behaviour, his/her name will be entered in the red book or leabhar dearg.
- ☐ If a child's name is in the leabhar dearg 3 times, a note is sent home and parents are asked to sign.
- ☐ If behaviour does not improve, the child's parents/guardians are called in.
- ☐ Behaviour shared agreement which is devised by class teacher in association with the pupil and agreed with the parent/guardian. This shared agreement will be discussed with the pupil on a weekly basis until there are acceptable behavioural improvements in line with school expectations.

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- ☐ Classroom-based interventions, such as Circle Time or class meetings.
- ☐ Discussion of behaviour with the child on a regular basis.
- ☐ Use of homework journal to provide parent/guardian with frequent updates on pupil's progress.

Level Two

Level 2: Behaviours

Level 2 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.

Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- ☐ **Repeated instances of Level 1 behaviour which have not been modified by intervention.**
- ☐ Hitting a member of staff will invoke immediate suspension
- ☐ Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting).
- ☐ Intentionally damaging school or personal property.
- ☐ Stealing.
- ☐ Use of abusive and vulgar language.

- ☐ Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin.
- ☐ Disrespectful language or behaviour toward an adult or other pupils.
- ☐ Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.).

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- ☐ Report submitted to the Board of Management. (if necessary)
- ☐ Meeting with parent(s)/guardian(s).
- ☐ Suspension from school of one to five days, depending on the severity of the behaviour.
- ☐ Implementation of a personalised behaviour management plan. This plan will be drawn up and agreed by the parent/guardian, class teacher, other involved staff, principal and the pupil.

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- ☐ Meeting to include classroom teacher, other involved staff, Assistant Principal or Principal.
- ☐ Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- ☐ Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent)

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- ☐ Repeated or serious instances of Level 2 behaviour which have not been modified by intervention.
- ☐ Setting fires.
- ☐ Intentional possession or use of weapons.
- ☐ Violent fighting or intentionally causing physical harm to others.
- ☐ Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion or physical condition.

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- ☐ Suspension from school for one to five days:
 - ☐ This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.
 - ☐ Suspension from school for five to ten days:
 - ☐ This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
 - ☐ Expulsion:
 - ☐ Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

10. Pupil with Special Needs

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in relation to regularity and level of sanctions. Teachers will endeavour to help the pupil with special needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. As always the emphasis is on rewarding incidents of good behaviour.

11. Suspensions

Normally, other interventions will have been tried before suspension and the school staff will have *reviewed the reasons why these have not worked*. *Suspension can provide a respite for staff and the pupil*, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour. The decision to suspend a pupil will follow from serious/gross misbehaviour:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for damage to property

Procedures for Suspension & Expulsions

The Principal, staff and board of management of Inchicronan Central NS will follow the procedures for suspension and expulsion outlined in

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

These procedures are outlined below:

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 Inchicronan Central NS has formally and in writing delegated the authority to impose an ‘Immediate Suspension’ to the Principal Teacher.

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 to the Principal Teacher the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. 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 not exceed 5 school days.

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

Immediate Suspension and Automatic Suspension

An ‘Immediate Suspension’ will be deemed to be necessary where after a preliminary investigation the Principal has determined 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.

An Automatic Suspension is a suspension imposed for named behaviours. The Board of Management of Inchicronan Central NS 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:

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- Physical violence resulting in serious damage to school property
- Deliberately defying a member of staff by attempting to leave the school building and premises without permission
- Threatening and abusive behaviour including verbal abuse towards 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)/Guardians 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:

- 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.

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person

Automatic suspension will apply in the event of a student engaging in gross misbehaviour (see above).

Advice may be sought from the NEWB and the IPPN in relation to the suspension

The Board of Management will also take note of the factors to consider before suspending a student and the factors to consider before proposing to expel a student .

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

In relation to suspension,

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone.
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension.
- The Board of Management has delegated responsibility for suspension to the principal in the event that immediate suspension of a pupil is warranted (Guidelines p73). The parents/guardians and child will be invited to discuss the matter with the Principal and the procedures governing suspension will be applied.
- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

A written statement of the terms and date of the termination of a suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. The letter will confirm;

the period of the suspension and the dates on which the suspension will begin and end

the reasons for the suspension

- any programme of study to be followed

the arrangements for returning to school, including any commitments to be entered into by the student and the parents

- The suspension will be recorded on the NEWB '*Student Absence Report Form*' (when applicable).
- When a period of suspension ends, the pupil will be re-admitted formally to the class by the principal. The school will help the pupil catch up on work missed and the pupil will be given the opportunity and support for a fresh start.
- 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 Principal and/or the chairperson of the Board of Management.

- As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.
- The Education Welfare Officer will be informed when a student has been suspended .
- Section 29 Appeal – when the total number of days for which the student has been suspended in the current school year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal.

12. Expulsions

PROCEDURES FOR EXPULSION – The procedures outlined on guidelines will be followed (see steps 1-6 below):

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

- Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence .
- Automatic expulsion will apply in the event that
 - ❖ The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
 - ❖ The pupil's continued presence in the school constitutes a real and significant threat to safety.
 - ❖ The student is responsible for serious damage to property.
- Step 1 – A detailed investigation carried out under the direction of the Principal
- Step 2 – A recommendation to the Board of Management
- Step 3 – Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing
- Step 4 – Board of Management deliberations and actions following the hearing
- Step 5 – Consultations arranged by the Educational Welfare Officer
- Step 6 – Confirmation of the decision to expel
- A record will be kept in the school of all instances of serious misbehaviour by pupils.
- Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the Principal
- Other relevant school policies (eg. Health & Safety) will be referred to as appropriate.
- The school's Anti Bullying Policy is attached to this policy.

This Code of Behaviour was reviewed by staff and ratified by the Board of Management in August 2022

Signed: Shane O'Donnell

Shane O'Donnell , Chairperson Board of Management

Date: 30/08/22