



Firoda National School

CODE of BEHAVIOUR

Introduction:

This policy was reviewed by the staff and management of Firoda N. S. during the school year 2016/2017.

Rationale:

It was chosen as an area of review

- o having been identified as an area of concern by staff.
- o to ensure compliance with Education Welfare Act 2000
- o in response to the recent guidelines issued by the NEWB with regard to the codes of behaviour in schools.

Aims:

In drawing up this policy we hope:

- o To create an atmosphere of respect, tolerance and consideration for others.
- o To promote positive behaviour and self-discipline.
- o To ensure the safety and well being of all members of the school community.
- o To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour.
- o To seek the co-operation of parents and pupils in the application of these procedures.
- o To ensure that the system of Rules, Rewards and Sanctions are implemented in a fair and consistent manner throughout the school.

Content of policy:

The policy will be addressed under the following headings:

1. Guidelines of behaviour in the school
2. Whole school approach to promoting positive behaviour
3. Positive strategies for managing behaviour
4. Rewards and Sanctions
5. Suspension and Expulsion.
6. Keeping Records
7. Procedures for notification of a pupil's absence from school.
8. References to other policies.

1 Guidelines for behaviour in Firoda N. S.

Our standards of behaviour expect that all members of the school community behave in ways that show respect for others.

All pupils are expected to:

- o Show respect for self and others
- o Show respect for school property and personal belongings
- o Show kindness and a willingness to help others
- o Resolve conflict and difficulties in a fair and forgiving way
- o Attend school regularly and be punctual in full school uniform as per school dress code
- o Do ones best with both school and homework
- o Know and observe class and school rules
- o Help create a positive school environment and participate in school activities.
- o Respect other pupils and their learning.

Parents are requested to accept the code of behaviour and make all reasonable efforts to ensure compliance with the code by their child.

2 Whole school approach to promoting positive behaviour

We at Firoda N. S. acknowledge the importance of adopting a whole school approach to the promotion of positive behaviour among our pupils by putting in place a system of agreed policies, procedures and practices. In adapting a whole school approach to promote positive behaviour we know that the elements include:

- (a) An ethos, policies and practices that are in harmony. (b) A teamwork approach to behaviour.
- (c) A whole school approach to curriculum and classroom management. (d) An inclusive and involved school community.
- (e) A systematic process for planning and reviewing the behaviour policy

The whole school community, (BOM, Staff, Parents and Pupils) have responsibilities at different levels for behaviours in our school and we will support each group to live up to those responsibilities.

Staff:

- o will ensure the proper implementation of the code of behaviour by using their professional expertise to understand the links between behaviour and learning as well as their knowledge of good behaviour strategies, knowledge of school/community, etc.
- o will use the SPHE and Religious Education programmes to support the school's code.
- o will use their professional expertise to allow for individual pupils presenting with behavioural difficulties arising from Special Educational Needs.

BOM:

- o BOM will support the staff in their implementation of all policies within the school.
- o Procedures are in place for direct BOM involvement when serious breaches of the code take place (cf suspension and expulsion).
- o BOM are involved in the constant review of the code of behaviour.

Parents:

Parental support for the code is central to its success and parents will be asked to comply on enrolment. Parents are informed of the constant review of the code of behaviour.

Parents can help maintain high standards of behaviour by

Ensuring their children attend school regularly and punctually.

Encouraging their children to do their best and to take responsibility for their work. Being aware of and co-operating with the schools rules and systems of rewards and sanctions.

Attending meetings at the school if requested.

Helping their children with homework and ensuring that it is completed.

Ensuring their children have the necessary books and materials for school. Encouraging their children to show respect for all pupils/teachers/ancillary staff in the school.

Pupils:

Pupils will be reminded of school rules and be involved in drafting of individual class rules on a regular basis. It is the responsibility of each child to behave according to the code while at school or on school related activities. They must also take responsibility for their actions when breaches of our standards occur.

3 Positive Strategies for managing behaviour

We at Firoda N. S. strongly support the belief that the best way to manage pupil misbehaviour is to try to prevent it from happening in the first place. Hence a variety of strategies are used throughout the school to acknowledge and reward good behaviour. The school recognises the variety of differences that

exist between children and the need to accommodate these differences. We feel it is very important to highlight achievements of individual pupils, or groups of pupils at whatever level within the school. We believe such an approach raises self-esteem and has a positive effect on pupil behaviour.

Strategies used within the school to encourage and promote good behaviour:

- Positive comments/praise
- Certificates/stickers/rewards
- Work displays/photographs
- Class/individual treats

We realise that this approach alone will not prevent all undesirable behaviour among pupils. Therefore various sanctions and strategies will also be employed.

(Section: Strategies for dealing with inappropriate behaviour)

There are certain listed areas within the school where strategies are employed to attempt to diffuse the potential for inappropriate behaviours.

Classroom, Playground, School Outing/Activities, Arrival and Dismissal.

A Clear set of school rules (Appendix 1) are in place and are made known to the pupils and staff so that all are aware what is and is not allowed, enabling everyone to have a clear understanding of the Standards of behaviour that are expected.

All areas of the school are managed by teachers on the basis of the guidelines listed earlier in this document

Pupils are expected to abide by these guidelines for all school related activities.

Classroom

Individual teachers will outline classroom rules specific to their own class each September and at regular intervals throughout the year. Pupils may have an input in the drafting of these rules.

Playground

Supervision is provided in the playground and all staff that are acting in a supervisory role are to be respected and obeyed. In our school S.N.A's (Special Needs Assistants) will intervene in the event of any misbehaviour and refer the matter immediately to the teacher on duty. Pupils are expected to report inappropriate behaviour to the teacher on duty. To complement our guidelines on behaviour we have drawn up a concise set of rules to manage playground time so that all are clear about what behaviour and activities are permitted.

- No rough play or bad language
- Pupils must stay within the bounds of the school
- Follow bell/line procedure at the end of playtime
- Try as much as possible to play with their own class groupings
- Do not exclude classmates from their games

Arrangements for supervision in the playground:

Morning Break

10:40 Children are given 5 minutes to eat

10:45 Children are allowed out to play (there are designated times for the hall and on wet days designated times for the computer room)

11.00 Bell Procedure:

- Ring bell - children stop playing and walk to line
- Children return to classroom in an orderly fashion

Lunch Break

12.10 Children eat lunch in their classroom.

12.20 Children vacate classroom - walk to play areas.

12:50 Bell Procedure and children return to their classroom in an orderly fashion.

Arrangements for supervision of children who remain inside due to illness

Pupils, with requests from parents to stay inside at break time due to illness, will remain inside classroom with some games/activity to complete.

Procedures agreed to manage incidents of misbehaviour

- Pupil spoken to by teacher on yard duty
- report pupil to classroom teacher
- possible withdrawal of privileges
- enter incident in the incident book if serious

School Outings/Activities

Standards and rules contained in the code of behaviour will apply in any situation where the pupils are still the responsibility of the school e.g. school tours, games, extracurricular activities and other school linked events.

- The teacher/supervisor/guide/ bus driver must be obeyed at all times.
- When travelling on buses or in cars children must be seated and belted at all times.
- Rules of swimming pools and safety points are to be followed.

Pupils who misbehave frequently may not be allowed to participate in school outings for their own safety and that of other pupils.

Arrival and Dismissal:

The school is officially open to receive all pupils at 8:50am. No responsibility is accepted for pupils arriving before this time. Classes commence at 9:00am by which time all pupils should be present. This does not excuse pupils from inappropriate behaviour at this time. Pupils must at all time behave in ways that are consistent with our standards as set out in this document. School officially closes at 1:40 for the infant classes and 2:40 for all other pupils.

4 Rewards and Sanctions

Procedure for dealing with inappropriate behaviour

- Class teacher/supervising teacher (if it takes place in the yard) deals with it. Teacher dealing with incident decides if it should be reported in incident book.
- If the problem persists the principal will be consulted.
- If this is unsuccessful or if it is a case of serious misbehaviour parents may be informed.
- For very serious cases of misbehaviour (that may involve suspension or expulsion) the BOM will be informed.

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.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner or profanity
- Ignoring staff requests
- Behaviour which is dangerous to self or others (eg shoving, pushing, hitting, spitting)

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
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Repeated disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)

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 Garcia Slochana 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, physical condition, handicap, or ethnic origin.

Strategies for responding to inappropriate behaviour

Unacceptable behaviour will be dealt with as follows: (The nature of the behaviour will determine the strategy.)

- Reasoning with pupil
- Verbal reprimand, including advice on how to improve
- Temporary separation from peers, friends and others
- Loss of privileges
- Prescribed additional work which may be signed by parents
- Note to parents
- Meeting with parents and class teacher with/ without principal
- Recording of incident of misbehaviour in the incident book
- Informing the class teacher (if incident occurs outside of class and not in the presence of class teacher)
- Detention during break times (in designated area)
- Referral to the principal
- Class teacher meets one/both parents
- Principal meets one/both parents concerning behaviour.
- Formal report to the board of management
- Suspension
- Expulsion

It should be noted that this list consists of examples only: It is not meant to be a totally comprehensive list

The school recognises the variety of differences that exist between children and the need to accommodate these differences. For example, sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and the skills to improve on it. This may be done at class level or individually with learning support or resource teacher depending on the child's needs.

Sanctions may be imposed by all the teaching staff. Individual teachers will choose from the above list in line with their professional judgement and knowledge of individual pupils. The degree of misdemeanours will be judged by the teachers and/or principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours and in light of our code of behaviour and our school rules.

5 Suspension and Expulsion

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

Grounds for Suspension:

Suspension of a pupil is a very serious step warranted only by very serious breaches of our code of behaviour. In most cases other interventions will have been tried before suspension is applied. However a single incident of serious misbehaviour may be grounds for a suspension.

Authority to Suspend:

The Board of Management of *Firoda N. S.* 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 will 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 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.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of *Firoda 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;

- o Physical assault/violence resulting in bodily harm to a pupil or member of staff or
- o Physical violence resulting in serious damage to school property

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 3 school days after the imposition of the suspension. Such a notification will detail:

- o the duration of the suspension and the dates on which the suspension will begin and end
- o the reasons for the suspension
- o any study programme to be followed
- o 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;

- o the circumstances surrounding the suspension,
- o interventions to prevent a reoccurrence of such misconduct.

The Board of Management of *Firoda N. S.* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- o No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

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 misbehaviour that could warrant suspension, the Board of Management of *Firoda N. 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);

- o details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- o 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.

The Board of Management of *Firoda N. S.* acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- o No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- o The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

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:

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

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 Board of Management of Firoda N. S. reserves the right to permanently exclude a child from the school. This is regarded as a very serious step and one that will only be taken in very extreme cases of unacceptable behaviour.

Procedures in Respect of Expulsion:

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

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- o details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- o 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

b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- o inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- o ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- o provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- o as to the date, location and time of the hearing

- o of their right to make a written and oral submission to the Board of Management
- o that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- o the meeting will be properly conducted in accordance with Board procedures
- o the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- o each party will be given the opportunity to directly question the evidence of the other party
- o the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & 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

- o Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- o Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- o Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- o Will be represented at the consultation to be organized by the Educational Welfare Officer
- o Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

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 will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also 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 provide with information on the submission of such an appeal.

The Board of Management of Firoda N. S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- o No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- o The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself /herself /themselves from the decision-making process.

6 Keeping Records:

Keeping Records is an important element of dealing with behavioural issues. Records are kept at various levels outlined below.

Class level:

- o Pupil Reports at the end of school year will inform parents of a pupil's ongoing behaviour in school.
- o The annual Parent/Teacher meetings will provide a verbal account of each pupil's behaviour.
- o If there are repeated incidents of misbehaviour then a class teacher may decide to keep a log of these breaches so as to have evidence to present to parents if the need arises.
- o The principal may be informed if the misbehaviour is repeated.

Playground:

An incident book is in operation in the school and retained in the office. A supervising teacher, who deems an incident during their yard duty to be sufficiently serious, should record a factual account of the incident in this book, together with date and the teacher's signature. They should inform the class teacher of the Pupils in question and the principal.

Serious breaches of school rules to be reported in this book. Repeated breaches of minor offences should be brought to the attention of all staff at staff meetings.

School Records:

Copies of correspondence between parents and school pertaining to a child's behaviour will be retained in the school in the individual pupil's file.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

7 Procedures for notification of Pupil absences from school:

To comply with the Education Welfare Act 2000 parents must notify the school of a student's absence and the reason for this absence.

- o The School will distribute a standard absentee form to all families each September.
- o Parents must fill these forms, sign them and return them to school for each occasion that their child is absent.
- o These forms are collected at class level and will inform the deputy Principal of absences when making returns to the NEWB.
- o School makes its regular returns to the NEWB on standard Report Forms.
- o The school will inform the Educational Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where a child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register.

8 References to other policies:

The Code of behaviour is seen as very central to the life of the School and cannot be seen as a policy in isolation. Many other policies in the school, both curricular and organisational, will have a bearing on the code of behaviour.

- o Religious Education
- o SPHE
- o Anti-bullying
- o Health and Safety
- o AUP
- o Enrolment
- o Special Education Needs
- o Record Keeping

Appendix 1

Our School Rules

1. Pupils must show respect for staff, visitors and fellow pupils at all times
2. Pupils must obey school staff at all times and follow class/school rules
3. Pupils must not damage property belonging to the school or others.
4. Pupils must not use aggressive behaviour or foul language.
5. Pupils must walk indoors.
6. Pupils must do their best with both school and homework.
7. Pupils must remain on school grounds during school hours unless a written or verbal request to leave is provided by a parent/Guardian.
8. Pupils must wear full school uniform. Tracksuit to be worn on designated days only.
9. Pupils must have a high standard of hygiene and presentation at all times.
10. Pupils must use litter bins and keep the school grounds tidy.
11. Pupils must not wear items of jewellery that may be a danger to oneself or others.
12. Pupils' absences must be explained on school absentee form.
13. Pupils must be on time for school.
14. Pupils must not bring mobile phones, electronic devices, etc to school (a breach of this rule will lead to a confiscation of said items).
15. Pupils must not bring dangerous articles to school i.e. knives, aerosols, matches etc
16. Pupils are encouraged to follow a healthy eating policy.
17. Pupils must not steal.
18. Pupils, staff & visitors must not be in possession of illegal substances i.e. cigarettes, drugs, alcohol.
19. Smoking is not permitted on the school premises.

Ratification and Review

This plan was formally ratified by the Board of management on 6th August 2020

The plan will be implemented by the teachers and SNAs supported by the Board of Management from

The recommencement of school in late August 2020

It will be reviewed every year in September.

Signed: Michael Ryan

Date: 7th March 2019

Chairperson, BoM