



## 4.0 Code of Behaviour

### Introduction

This Code of Behaviour has being prepared in accordance with the guidelines "Developing a Code of Behaviour: Guidelines for Schools" published by the National Educational Welfare Board (NEWB, 2008). Schools are obliged under Section 23 (1) of the Education Welfare Act, 2000, to prepare a code of behaviour in respect of the students registered at the school. Section 23 (2) states that the code of behaviour shall specify:

- The standards of behaviour that shall be observed by each pupil attending the school.
- The measures that shall be taken when a pupil fails or refuses to observe those standards.
- The procedures to be followed before a pupil may be suspended or expelled from the school concerned.
- The grounds for removing a suspension imposed in relation to a student.
- The procedures to be followed in relation to a child's absence from school.

This Code of Behaviour is linked to and should be read in conjunction with, the Code of Behaviour Policy – Managing Challenging Behaviour, The Anti-bullying and Anti-Racism policy, The Child Safeguarding Statement and the Child Safeguarding Risk Assessment, Parents as Partners in Education policy, the Acceptable Use of the Internet Policy, and the Acceptable Use of Mobile phone policy. To read these policies in full, please visit our school website: <http://www.scoilchoilmcns.ie/about/school-policies/>

### Aims

The aims of the Code of Behaviour of Scoil Choilm Community National School are:

- To provide a suitable environment for learning and teaching
- To help to create a happy, secure, inclusive and nurturing environment for pupils, teachers and all who work in the school.
- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child, in an inclusive environment.
- To foster caring attitudes to one another and to the environment.

### Implementation

Every member of our school community has a role to play in the implementation of the code of behaviour – parents, pupils and all staff members. Teachers, SNAs and parents will lead by example and by treating each other and the children with respect and understanding. It is of the utmost importance that all partners in the educational process are consistent, fair and vigilant. Rules will be clear and fair and kept to a minimum. Emphasis is placed on positive behaviour and affirmation of 'doing the right thing'. Here in Scoil Choilm C.N.S. we will always endeavor to ensure that discipline is



applied in a fair and consistent manner. Due regard will be given within reason to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage and help from outside agencies will be sought where necessary.

### **General guidelines for positive behaviour in Scoil Choilm CNS**

- Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- Pupils are expected to take pride in their appearance, to wear their school uniform each day, to have all books and required materials with them and to be in the right place at the right time.
- Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to do their homework neatly.
- Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

### **Bullying**

In accordance with the 'Anti-Bullying Procedures for Primary and Post-Primary Schools' bullying is defined as follows:

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying and
- Identity-based bullying such as homophobic bullying, gender based bullying, racist bullying, bullying based on a person's membership of the Traveller/Roma Community and bullying of those with disabilities or special educational needs.

Bullying will not be tolerated in Scoil Choilm C.N.S. and parents will be expected to always cooperate with the school in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

### **Board of Management's responsibilities**

- To provide a comfortable, safe environment.
- To support the principal and staff in implementing the code.
- To help to uphold the school ethos of mutual respect.
- To review and ratify the code of behaviour.

### **Principal's responsibilities**

- Ensure that representatives of all players in the school community have had an opportunity to participate in the drafting and revision of the code of behaviour.
- Make the code of behaviour available to all members of the school community.
- Promote a positive climate in the school.



- Support the staff in the implementation of the code of behaviour.
- Help to develop and uphold the school's ethos of mutual respect, kindness, understanding, empathy and inclusion.
- Affirm positive behaviour and give clear guidelines on acceptable behaviour.
- Ensure that the code of behaviour is implemented in a fair and consistent manner.
- Arrange for review of the code of behaviour, as required.

### Teachers' responsibilities

- Know, understand and respect the school's code of behaviour.
- Work with the principal and one's colleagues to foster an awareness and understanding of the code of behaviour, within the school community, and a consistency in its implementation.
- Create a safe working environment for each pupil.
- Promote positive behaviour and recognise and affirm good work.
- Help to develop and uphold an ethos of mutual respect, empathy, kindness, understanding and inclusion.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents on a regular basis and the Principal when necessary and provide reports on matters of mutual concern.
- To monitor that the children wear their correct school uniform at all times and on the appropriately assigned days.
- To uphold all school policies and to assist the pupils in understanding and upholding the school rules and policies.

### Pupils' responsibilities

- Know, understand, respect and follow the school's code of behaviour
- To uphold all school policies and follow all school and classroom rules.
- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect, kindness and empathy for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.

## Scoil Choilm Community National School

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- Bring correct materials/books to school.
- Give to parents any written communications from the school
- Give to the teacher any written communication from the parents
- To wear their correct school uniform at all times and on the appropriately assigned days.
- To have written permission to bring a mobile phone to school (only children who walk to and from school alone are permitted to bring a mobile phone to school).
- To ensure that all mobile phones are powered off throughout the school day as soon as they enter the grounds of the school through the main gate.
- To treat school devices (PCs, iPads, Chromebooks) with care and respect
- To use the internet in accordance with the school's Acceptable Use policy
- To use Seesaw at home and in school in accordance with the school's Acceptable Use policy

### Parents/guardians' responsibilities

- Help their children to know, understand and respect the school's code of behaviour.
- Read and sign the relevant Code of Behaviour section of the acceptance form whilst enrolling on behalf of your child
- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and on time.
- Take an active interest in, support and encourage their children's school work.
- Be supportive of the staff in their work with their child, working in a spirit of partnership with the school with the best interest of their child and the common good of the school at heart.
- Support the school with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour causes difficulties for others.
- Read and sign the school's Internet Acceptable Use policy with your child.
- Read and sign the school's Acceptable Use policy for mobile phones with your child (3<sup>rd</sup> -6<sup>th</sup>).
- Monitor your child's usage of the internet and to ensure that online activity is age appropriate.
- Communicate with the school in relation to any problems which may affect their child's progress/behaviour.
- To ensure their child wears the correct school uniform at all times and on the appropriately assigned days.
- To ensure their children only bring food which is allowed in our *Healthy Eating Policy* to school.
- To adhere fully to our *Health and Safety Procedures* around the school, such as no smoking, driving carefully within the speed limits, arriving on time to drop children off and collect children, adhering to parking rules for drop off and collection etc.

### Children with Special Educational Needs

Children with special educational needs are presented with an accessible form of the school rules in accordance with their needs. Reasonable accommodation is made to take account of the individual needs of those pupils who may require an individualized behaviour support plan.



Pupils with special educational needs are encouraged to self-regulate, to take ownership of their behaviour and learning and are guided to demonstrate an understanding of where a rule has been broken.

Children who have behavioural difficulties will have an IBP (Individual Behaviour Plan). Children will always be given strategies to de-escalate the situation and staff members will remain calm. Children will not be restrained unless they pose a danger to themselves or others or are trying to abscond. Staff will monitor emotions and record potential triggers, thus trying to prevent behaviour that results in injury. All staff must follow the Individual Behaviour plan with the strategies laid out to de-escalate the behaviour.

Staff will not interfere with a child when the child is heightened. This is to reduce the children's behaviours & also to protect staff against injury. All demands will be ceased when the child is distressed. The staff member will monitor the child from a safe distance and try calming techniques or distractions, from afar.

Failing this and in the event of a staff members being injured in behaviour incidents, the principal will phone the parents to discuss the matter with them. The child will be removed from the setting and the parents will be asked to take the child home. Examples include biting and kicking which result in injury or physical attempts to injure staff members.

### **School Rules**

Scoil Choilm CNS is committed to inclusion, fairness and equality. In order for our school to function effectively and well, we believe that it is important that everyone abides by our school rules. We believe that this will help each child to be happy and secure in school. We believe that the school rules and school philosophy give each child the opportunity to develop socially and academically. These rules develop good social and academic habits which will stand to the children throughout their lives.

The rules state that:

- Courtesy, respect and good manners should be shown at all times.
- Each member of the school community should be treated fairly, honestly and with dignity.
- Bullying of any member of the school community is never acceptable in Scoil Choilm CNS.
- Children should arrive in school on time each morning and should be collected on time each afternoon.
- The children should wear their full school uniform each day.
- Chewing gum is never allowed on the school premises or grounds.
- It is not permitted for children to have coloured hair in school.
- The children should have all their school requisites with them each day on coming to school.





- The children come to school each day without makeup, fake eye lashes, fake nails or inappropriate jewelry (small pair of earrings).
- The children relate to teachers and other children in a kind and mannerly way and that co-operation and respect are paramount to good relations at all times.
- Each child should feel happy and secure in school without feeling intimidated or bullied.
- Children must have written permission to bring a mobile phone to school (only children who walk to and from school alone are permitted to bring a mobile phone to school).
- Children treat school devices (PCs, iPads, Chromebooks) with care and respect at all times and adhere to rules regarding these devices
- Mobile phones must be powered off throughout the school day and during school related activities.
- Children must use the internet in accordance with the school's Acceptable Use policy.
- Children are not permitted to bring money to school for the purchase or selling of any goods

As it is very difficult to list all possible misbehaviours and eventualities, children are expected to always behave in a manner that reflects the ethos of our school.

Positive parental input is paramount in ensuring that the children respect and abide by our values and school rules. We look forward to your full co-operation in these matters.

#### **Code of Conduct around the school**

Each teacher will work with his/her class to formulate a set of rules which takes into account the following principles:

#### **Classroom:**

- Every class member has the right to be heard at an appropriate time.
- We must try to take the feelings of others into account.
- We must respect the health and safety of all.
- It's good to learn from our mistakes.
- We must try to help one another to learn.
- We must show respect for all visitors.
- We must protect and respect all school property and the property of others as well as our own.
- Children must always try to listen carefully when teacher is talking.
- Children must act quickly on the teacher's instruction or request.

#### **Stairs and Corridors:**

- Walk carefully, in single file and in an orderly fashion on the stairs and in the corridors.
- All children and staff will always walk on the left hand side on corridors and stairs.

#### **Yard:**

In the yard, all children must:

- Respect the rights of others to feel safe by refraining from rough play.



- React quickly and positively to any request from the teacher on duty
- Stay in the school yard unless the child has asked the teacher to use the bathroom.
- Play with all Playworks equipment appropriately and safely.
- Tidy up all Playworks equipment quickly at the end of break
- Line up quickly and quietly once the bell has been rung.
- Listen and stay quiet when the teachers are using the microphone.

The school must be notified in writing if parents wish for their child to stay in at break time.

### **Before/after school**

Parents are reminded that the school does not accept responsibility for pupils before 8.30 a.m. or after the official closing time of 1.30 p.m. (infants) 2.30 p.m. (other classes). Children are not expected to come to school before the start time of 8.50am. Parents are reminded that they must supervise their children at all times on the school grounds. Regular text messages and letters communicate this to parents to ensure that no children are left unsupervised on the school grounds.

### **Positive Strategies for Managing Behaviour**

Here in Scoil Choilm CNS we work together to ensure whole school positive reinforcement of good behaviour. We believe that this leads to better self-discipline and we place a greater emphasis on rewards and incentives rather than on sanctions.

### **Incentives:**

The following are a list of incentives which all teachers use in class. This list is not exhaustive.

- A quiet word or gesture to show approval.
- A comment on a child's exercise book or work.
- A visit to another class or to the principal for commendation.
- Praise in front of class group.
- Praise at assembly in front of the school group.
- Individual class merit awards, points awards or award stamps.
- Golden time each Friday to children who are trying to do the right thing.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.

Further to the suggestions from staff, the following is a list of suggestions from 'INTO - Towards Positive Behaviour in Primary Schools'

### **Strategies to Affirm Desirable Behaviour Strategies for Individual Pupils may include:**

- Certificates or merit awards
- Prepared commendation letters to parents
- Comments and "smiley" faces on children's work
- Stickers, badges or ink stamps in books

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- Specially written letter home
- Phone call or postcard home
- Time on PC or special activity
- Photographs of award winners taken and displayed.
- Work displayed
- Homework pass
- Lucky Dip
- Privilege Time
- Star of the Week
- Principal's Award
- Good News Bulletin Board in classroom and/or school
- Raffle tickets
- Quality Circle Time

### Class/Group Rewards may include:

- Extra supervised play time
- Extra PE / games
- Class treat / party
- Reduced homework on agreed nights
- Positive comment to principal
- Outdoor activities
- Work exhibited
- Videos (age appropriate and in accordance with school policy)
- Reward assemblies
- Class prizes
- Class outing

### Other positive behaviour interventions in Scoil Choilm CNS

#### Restorative Practice

Scoil Choilm CNS is committed to Restorative Practice. We aim to promote Restorative Practice amongst all staff and students. Restorative values are based on fairness, respect, inclusiveness, empathy, nurturing and ensuring a safe environment for all, which are at the heart of our ethos in Scoil Choilm CNS.

#### What is Restorative Practice?

- An innovative approach to dealing with challenging behaviour which seeks to repair relationships rather than assigning blame.
- An approach which encourages respect for everyone involved and use of positive language.
- Children take responsibility and accountability for their actions.





- A positive and innovative approach to conflict resolution.

### Restorative Questions:

It is school practice that teachers engage in restorative conversations with the student(s) involved. Teachers will resort to Restorative practice discussion as the first step in conflict resolution.

Teachers or SNAs can attempt to resolve conflict using the following questions:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?



These questions give each child the opportunity to talk about what has happened, explain how they have been affected by it, describe how they are currently feeling about the situation and what they want to do to repair the harm caused. The question “why did you do that” is not included.

When discussing behaviour issues with parents, children will be present for these conversations to help them to reflect on their actions and to make better choices going forward. It is also vital for the child to understand the link between school and home.

### Restorative Circles:

Teachers use restorative circles at least once a week as part of English, SPHE or GMGY. These circles promote connection, inclusion, equality and fairness because all participants are treated equally. Teachers use puppets to take on the persona of a crocodile and a giraffe to promote the positive language associated with restorative practice. The crocodile speaks negatively and insinuates the blame whereas the giraffe takes others feelings and views into consideration and speaks of its feelings.

### Behavioural Supports:

For the past few years, some teachers have been trained in and have used the ‘Incredible Years – Teacher Classroom Management programme’ and the ‘FUN FRIENDS’ and ‘FRIENDS for Life’ Programmes. As recommended in the new (2017) *Guidelines for Schools Supporting Children with Special Educational needs in Mainstream Schools*, ‘Incredible Years – Teacher Classroom Management programme’ is recommended to be used as a means of preventing the emergence of behavioural difficulties. ‘FUN FRIENDS’ and ‘FRIENDS for Life’ are recommended as a means of preventing anxiety and building resilience in children. We use the programme ‘Fun Friends’ in 2nd class and ‘Friends For Life’ in 5th class. NEPS provide intensive 2-day training for some class teachers and Special Education Teachers. We roll the different programmes out in 2nd class and 5th class due to the age-appropriateness of each programme. SET/ Resource teachers also use both programmes in their withdrawal groups and to help set SSPP targets. We find the children really enjoy working through the



programme and open up in the safe space of the specific lessons. We find it helps improve their ability to focus, their confidence and communication skills, and their ability to relax and regulate emotions.

We provide student support for children who are struggling to concentrate in the classroom through the 'Alert' Programme. Children attend sessions with the support teachers for a twelve-week block. Children are taught self-regulation strategies to ensure they stay focused in class.

Some children receive one on one support with a behavioural support teacher to complete behavioural management activities. The support teacher checks in on the child's behaviour daily with the class teacher and communicates with the parents. In some cases where behaviour is a concern an Individual Behavioural Plan (IBP) will be developed by staff in conjunction with the child (where applicable) and implemented. This IBP will be reviewed regularly.

We refer to the 'Incredible Years' (IY) and 'Incredible Teacher' books throughout the school year. We use some of the IY principals in our school behaviour policy. Some staff present an IY CPD session with all staff at the start of every academic year.

### **Undesirable behaviour of pupils**

The undesirable behaviour of pupils will be categorised into 'minor' and 'serious' misbehaviour and will be dealt with accordingly.

#### ***Minor misbehaviour***

- Breaking the class rules
- Speaking out of turn
- Behaving in a manner which distracts other pupils and prevents them from learning
- Lack of attention while instructions are being given
- Misbehaviour in the line when moving around the school
- Rough play in the classroom or playground
- Littering
- Incomplete/no homework without a note from a parent
- Inappropriate language
- Chewing gum

#### ***Serious Misbehaviour***

- Repeated incidences of minor misbehavior
- Refusal to listen to staff and to follow instructions given by staff
- Inappropriate questioning and answering back to members of the school community
- Bullying
- Regular or persistent disruptions which impact on the ability of the teacher to teach their class or other pupils to learn



- Deliberate racial comments; to hurt or undermine another child
- Using bad language
- Inappropriately touching another pupil, including pulling trousers down
- Misuse of the Internet
- Use of mobile phones during the school day or at school related activities
- Damage to school devices (PCs, iPads, Chromebooks) as a result of disregarding rules
- Sending inappropriate messages on social media to offend others
- Leaving the classroom and/or school premises without permission
- Acts which impact on the safety and wellbeing of the child and others
- Stealing, defacing or destroying other pupils' belongings or school property
- Refusing to co-operate with instructions and advice
- Acting aggressively or with violence towards any member of the school community
- Rough play in the playground – continuous, repeated and/ or once off serious incidents of misbehavior on the yard

#### **Procedure to Deal with Misbehaviour**

It is important the children know in advance what the sanctions are and that it is the behaviour, not the child that is being reprimanded. Sanctions are necessary to register disapproval of unacceptable behaviour and to help children take responsibility for their own behaviour.

#### **School Strategies for dealing with misbehavior**

##### **Teacher strategies to deal with misbehaviour**

- The use of restorative practice throughout the school
- Use proximity praise, i.e. praise or acknowledging the compliant behaviour of a pupil nearby.
- Move closer to pupil without direct intervention.
- Tactically ignore low-level, non-disruptive, attention-seeking behaviour, if deemed appropriate.
- Distract the pupil where there is potential for escalation or serious disruption, e.g. give a chore, send on a message.
- Re-direct the pupil, stating clearly the desired behaviour.
- Give a rule reminder.
- Ask a private question or give feedback, e.g. Do you need help with this? What are you doing? What are you supposed to be doing? (avoiding 'Why' questions which can be interpreted as accusing and confrontational).
- Give warning of a consequence stated as a choice.
- Give time to comply (ignore secondary misbehaviour, e.g. mumbling under breath, sighing etc.)
- Apply consequence firmly and calmly.
- Develop and implement an Individual Behavioural Plan (IBP) if necessary.
- Arrange a face-to-face meeting with the parents to discuss behavioural concerns.



### **Discouraging misbehavior**

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

Sanctions may include:

- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work.
- Loss of privileges
- Withdrawal from tournaments or matches
- Detention during break or time out whilst in the yard.
- Communication with parents.
- Replacement or repair of damaged school devices (PCs, iPads, Chromebooks)
- Referral to principal.
- Principal communicating with parents.
- Calling the parents and asking them to collect their child early from school.
- Exclusion (suspension or expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

### **Health & Safety:**

In the event that a pupil poses a risk to themselves or others, they will be removed from their class or setting to ensure their safety and the safety of others. If this is not possible, the other children will be removed. If this threat to children's safety persists, we will ask the parents to collect the child. The child will display the contents of their school bag, as requested by staff.

### **Code of Conduct - Staged Approach**

Scoil Choilm CNS has adopted a staged approach for when children misbehave. Depending on the misbehaviour, children will be placed on different stages. For more serious misbehaviour the child may move straight to a higher stage.

Firstly, teachers always employ as many positive strategies as they see necessary to deal with misbehaviour before using the stages below. Support teachers provide behaviour support for children who experience difficulties in following the code of behaviour. Each year group has a Behaviour Link teacher attached to provide advice and support to teachers in relation to incidents of behaviour.

**Note: some behaviours may warrant moving through the steps of the Code of Behaviour using a non-sequential approach.**

#### Junior Infants

- Each classroom will have a sun, cloud and a storm picture in the room, with a list of children's names beside them. All children will start the day on the sun.
- Restorative conversation



- Verbal or visual warning
- Child takes their name off the sun and puts it on to the cloud/rainbow/stormy cloud depending on the behaviour
- Loss of play time or yard time
- Parents informed at the end of the day/ or by phone call
- Classroom meeting with Parents (behavior Support Teacher if they have had involvement)
- Meeting with principal, teacher & parents

#### Senior Infants

- Each classroom will have a sun, cloud and a storm picture in the room, with a list of children's names beside them. All children will start the day on the sun.
- Restorative conversation
- Verbal or visual warning
- Child takes their name off the sun and puts it on to the cloud/rainbow/stormy cloud depending on the behaviour
- Parents informed at the end of the day/ or by phone call
- Behaviour Support Check-in
- Classroom meeting with Parents (behavior Support Teacher if they have had involvement)
- Meeting with principal, teacher & parents

#### First Class

- Restorative conversation
- Verbal or visual warning
- Child takes their name off the sun and puts it on to the cloud/rainbow/stormy cloud depending on the behaviour
- Parents informed at the end of the day/ or by phone call
- Behaviour Support Check-in
- Classroom meeting with Parents (behavior Support Teacher if they have had involvement)
- Meeting with principal, teacher & parents

#### Second Class

- Restorative conversation
- Verbal Warning
- Child takes their name off the sun and puts it on to the white cloud. They lose 2 minutes off an activity or playtime the next day or go to Quiet Time i.e. child takes their chair and sits at the back of the room and they do not speak to anyone.
- Child takes their name off the white cloud and puts it on to the storm cloud- the child goes to Quiet Time or they lose some minutes off Golden Time. In 2nd Class a reflection sheet will be sent home on Friday, to be signed by parents are returned to school on Monday.



- Visit to the behaviour Support teacher if this a regular occurrence
- Link in with the behaviour Lead if the child is missing Golden Time regularly
- Meeting with Parents in the Classroom
- Meeting with principal, teacher & parents

#### Third & Fourth Class

- Restorative Conversations
- Verbal warning
- Loss of Golden Time (loss of time is recorded by the child on the class 'Golden Ladder') Reflection sheet will be sent home on Friday, to be signed by parents are returned to school on Monday.
- Written note in journal to be signed by parent's / Phone call to inform parents of the behaviour
- Visit to behaviour link person to discuss behaviour
- Meeting with parents in the classroom
- Meeting with the Principal, teacher and child
- Meeting with principal, teacher & parents

#### Fifth & Sixth Class

- Verbal warning
- Restorative Conversations
- Loss of Golden Time (loss of time (minutes) is recorded by the child on the class 'Golden Ladder') Reflection sheet will be sent home on Friday, to be signed by parents are returned to school on Monday.
- Phone call to parents to inform them of the child's misbehaviour on the day that it occurs
- Visit to Behaviour Support Teacher/ Behaviour Link Teacher
- Meeting with child and their parents in the classroom
- Detention at lunch time
- Meeting with the Principal, teacher and child
- Meeting with principal, teacher & parents

#### **Records of Behaviour:**

Teachers will keep behavior notes up to date in relation to each child's behaviour. These notes will be kept confidentially and will be passed on from one teacher to another. These notes will be discussed at the handover meetings each year when children from one class to another.

#### **Reflection Sheets:**

Reflection sheets must be discussed at home, signed by parents/ guardians, and returned to the class teacher on Monday morning. These reflection sheets will be filed and stored. The purpose of the reflection sheet is to help children to reflect on their actions and improve their decision-making skills if a similar situation were to arise in the future.





This stage of the process is essential in ensuring that the children are supported in making right decisions and encouraging positive behaviour in keeping with the Code of Behaviour in school.

As per the Education(welfare ACT 2000), the principal, before registering a child as a student at that school in accordance with section 20 , provides the parents of such child with a copy of the code of behaviour in respect of the school and may, as a condition of so registering such child. Parents are required to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

In ensuring that the Code of Behaviour is supported for all children for the duration of their education in Scoil Choilm CNS, it is essential that all parents/guardians sign the reflection sheet as part of the policy. Refusal to sign the reflection sheet, without reasonable and extensive engagement with the school management and that result in non-resolute/non-restorative outcome in keeping with Restorative Practice, will be interpreted as non-compliance with the Code of Behaviour of the school. This may lead to the following;

- Suspension of the student in line with Chapter 11, Code of Behaviour Guidelines for schools 2008
- Referral to NEWB
- Withdrawal of offer of school place to the student (depending on the circumstances)
- In these circumstances, it is always preferable that the parents communicate with the class teacher and /or Principal, in line with the school's communication policy.

#### **Detention:**

Under normal circumstances, parents will be informed and will be given an opportunity to discuss their child's behaviour with the teacher and/or the principal, before serious sanctions such as detention are put in place. However, for a more serious misbehaviour a child may move directly to this stage on the code of conduct. Detention is only a sanction in the code of behaviour for fifth and sixth class pupils. Children are supervised while completing work and they must fill out a reflection sheet also. The parents or guardians will be notified of this detention and alerted to the next step in the code of behaviour. Parents will be asked to come for a face to face meeting with the class teacher to discuss their child's behaviour.

#### **Suspension:**

Suspension is defined in the NEWB publication 2008 'Developing a Code of Behaviour Guidelines for Schools' as:

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

*Chapter 11: Developing a Code of Behaviour: Guidelines for Schools, P70.*

We acknowledge a child's right to education, but also recognise the occasional need to suspend or expel pupils where serious misbehaviour occurs.



Under normal circumstances, suspension only is considered after all steps of the staged approach have been implemented. The school will endeavor to follow the steps in the staged approach in managing misbehaviour. However, depending on the age of the child, the severity of the misbehaviour, and the context of the individual, suspension may occur. In such cases, the child will be suspended by the principal for an agreed number of days.

The parents/guardians concerned will be requested to come to the school to discuss their child's behaviour and to remove the child from school for the agreed length of time.

The Board of Management have authorised the principal to sanction a suspension for a period not exceeding three school days. The Chairperson of the Board of Management will be informed of any suspensions.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. When the child has had six days' suspension, the Education Welfare Officer will be informed. For suspensions which are longer than three days, in exceptional circumstances, the matter will be monitored by the Chairperson of the BOM, in consultation with the principal.

#### **Removal of suspension (Reinstatement)**

Before a child who has been suspended is re-admitted to the school, the parent/s or guardian and the child will meet with the principal. The purpose of this meeting will be to obtain from the parents an assurance that they will play their part in bringing about the necessary behaviour modification in the child. The meeting will also give the principal the opportunity to ascertain that the reinstatement of the child in the school will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The child must write a letter of apology to their class teacher, principal and their parent/guardian and present them at this meeting.

The child along with his/her parents must agree to co-operate with the school in relation to the Scoil Choilm CNS Code of Behaviour policy. A copy of the Code of Behaviour is given to the parents and a Suspension Reinstatement Form is filled out. (See Appendix)

The class teacher will facilitate the preparation of a behaviour plan for the pupil if required and the principal will be informed of this plan. The pupil will then be re-admitted formally to the class.

#### **Expulsion:**

The Principal may put a motion to expel to the BOM. Expulsion may be considered by the BOM in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. The BOM will follow principles of natural justice in all motions to expel. The parents and guardians will be invited to a meeting with the board of Management where they will be given an opportunity to discuss the motion to expel.



Before expelling a pupil, the Board of Management shall notify the local education welfare officer in writing, in accordance with section 24 of the Education Welfare Act. If a decision is made in relation to expulsion, the parents/guardians will be informed of their rights according to Section 29 of the Education Act.

Parents/ guardians have the right to appeal the decision to Dublin Dun Laoghaire Education and Training Board (DDLETB). If the decision of the BOM to expel is upheld by DDLETB, the parents/guardians can take the further step of sending an appeal to the Department of Education and Skills (Section 29 of the Education Act 1998)

A proposal to expel a student requires serious grounds such as:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour

#### **Review/Ratification/Communication**

This policy was created, ratified and communicated in September 2007.

This policy was most recently reviewed and adopted by staff and the Board of Management, in October 2020, April 2022 & September 2022.

It will be reviewed again in June 2023 and amended if necessary.

**Chairperson:** *John Walsh*

**Principal:** *Laura O'Brien*

**Date:** 22nd May 2023

**Date:** 22nd May 2023



### Suspension Reinstatement Form

#### **Undertaking of Co-Operation with Scoil Choilm CNS Code of Behavior Policy**

The safety and wellbeing of all children attending Scoil Choilm CNS is of the utmost importance to us. With this in mind, Scoil Choilm CNS, like every other school in Ireland is legally required to have a *Code of Behaviour*. This *Code of Behaviour* outlines the responsibilities of the Principal, the teachers and staff, the children and parents in Scoil Choilm CNS in relation to behaviour. Our *Code of Behaviour* also formally outlines the sanctions for breaking the rules in school and for more serious misbehaviour. We hope that our *Code of Behaviour* will enhance the learning experience of all children and will also contribute to the smooth running of the school.

We request that parents/guardians read the *Code of Behaviour* carefully with their child/children and discuss the contents and sanctions. Once you have read the *Code of Behaviour* together, please sign the following undertaking and return this form to the school.

**Pupils Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

I confirm that I have read Scoil Choilm CNS *Code of Behaviour* with my child. We have discussed the contents together and agree to uphold this policy in school this year.

Signed by parents/guardian:

\_\_\_\_\_

Date: \_\_\_\_\_

Signed by child:

\_\_\_\_\_

Date: \_\_\_\_\_

**(Please sign and return this form to school)**