

St. Corban's B.N.S.
Fairgreen
Naas
Co. Kildare



St. Corban's BNS, Naas, Co. Kildare

Scoil Chorbáin Naofa

Roll No. 17254C

CODE of BEHAVIOUR 2019

CONTENTS

1. Introductory Statement
2. Rationale
3. Aims
4. School Rules.
5. Strategies to Affirm and Promote Positive Behaviour
6. Approaches to Rewards and Praise
7. Pupils' Responsibilities
8. Misbehaviour and Sanctions
9. Strategies for dealing with misbehaviour
10. Interventions and Support – list of options
11. Adults in our School Community
12. Keeping Records
13. Suspension
14. Procedures in Relation to Suspension
15. Procedures for Expulsion
16. Communicating and Implementing the Code
17. Attendance and Absences
18. Pupils with Special Needs
19. Pastoral Care
20. Procedures for the Resolution of Complaints
21. Success Criteria
22. Roles and Responsibilities
23. Review
24. Communication
25. Ratification
26. Appendices

Introductory Statement

St. Corban's BNS is a boys only primary school, with a Catholic ethos and tradition, catering for boys from Junior Infants to 6th class. This ethos is a major factor in establishing and maintaining high standards of behaviour and performance. Pupils may enrol in St Corbans in Junior Infants by completing the application process and being offered a place. Some pupils enrol and attend at the school after they have completed senior infants class in the Mercy Convent Primary School or after they have completed 2nd class in Scoil an Linbh Iosa, Ballycane. All pupils who enrol in St Corbans agree to abide by and obey the policies and practices of the school as a condition of enrolment. It is a matter of considerable pride that the highest standards of behaviour are evident in our school.

This version of the Code of Behaviour originally emerged after consultation among pupils, teachers, parents, ancillary staff and Board of Management between 2008-2010. It has been reviewed and updated on several occasions since this time. It is reviewed and updated as necessary each September/October.

This policy, in accordance with the provisions of the Education Act (1998) and the Education Welfare Act (2000), details the procedures for dealing with discipline/behaviour matters that may arise while your child is attending St. Corban's BNS. We trust that by detailing these procedures, it will assist all parties in relation to behaviour matters. The Principal will be happy to clarify any matters arising from this policy, should it be required.

It should be read and understood in the context of our 'Mission Statement' and read in conjunction with the following policy documents:

1. Health & Safety Policy
2. Child Protection Policy
3. Social, Personal & Health Education Plan.
4. Supervision Policy
5. Anti-Bullying Policy
6. Mobile Phone and Electronic Devices Policy
7. School Dress Code Policy
8. Enrolment Policy
9. Attendance Policy
10. Substance Misuse Policy
11. Homework Policy

Rationale

This policy emerges out of a review of the Code of Behaviour in existence in the school for many years now. The purpose of this policy is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we ensure a safe, healthy and orderly climate for teaching and learning in our school. Each Parent/Guardian, by enrolling his/her boy in St. Corban's BNS agrees to accept and to abide by the rules of our Code of Behaviour as set out in this policy. Parents confirm their acceptance of and support for this policy and other school policies as a condition of enrolment in St Corban's BNS in writing by signing the enrolment form. This policy is a result of the latest review of our original 2010 policy, which was conducted in 2018. Any behaviour that interferes with teaching and learning or constitutes a threat to health and safety will not be tolerated.

Aims

By implementing this policy and the appended school rules, we aim:

- To promote the highest standards of behaviour in our school.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration of others.
- To promote positive behaviour and self discipline while 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 parents, teachers and pupils in understanding the systems and procedures that form part of our Code of Behaviour and to ensure everyone's 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.
- To ensure that all members of the school community abide by our core rules of respect myself, respect others, respect school property.

School Rules

Respect for persons and property, regard for health and safety, good manners, and the need for order are the underlying principles of our school rules. Our Code of Behaviour focuses on promoting good behaviour which is built on respect – for ourselves, for each other and for our school. Our core rules are:

- I will respect myself
- I will respect others
- I will respect school property

These core rules apply throughout the school and inform our rules about expected behaviour in the classroom, the yard, the field, the school grounds and on any school trip or at any school event. In classrooms, each class teacher will devise a set of specific class rules through consultation with his/her class.

The general rules for behaviour in the classroom on wet days, in the yard, field and school grounds are communicated to pupils initially at the start of each term and then regularly during the terms. These rules are published in the Homework Diary which parents are required to sign each night.

The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school and/or where we have a duty of care. These include school tours, swimming, going to and from church, field trips, after school games and concerts and any other school related activities.

Strategies to Affirm and Promote Positive Behaviour

- Promoting good behaviour is the main goal of our code. All staff actively support our school ethos which emphasises care, respect and responsibility.
- Excellent behaviour is expected at all times.
- There are good relationships between teachers, parents and pupils and a happy school atmosphere.

- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established – e.g. entry to the classroom, exit from the classroom, settling down after break times, noise levels for pair/group work, wet day in-class breaktime routines etc.
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree five to seven rules stated in terms of observable behaviours in positive language.
- Teachers use a classroom management plan to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences that apply when a child fails to adhere to the rules.
- Parents are welcome in our school and staff will consult with them where necessary. We request that parents write a note or ring the school secretary and make an appointment to see the class-teacher or the Principal if they have concerns about their child's behaviour or progress.
- Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils.
- Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences
- Social Personal and Health Education is used as a structure within which we address the teaching of social skills, self-esteem and respect and care for others.
- All Staff set an example in their own behaviour
- All Staff have high expectations of good behaviour
- We affirm positive behaviour through oral comment, written comment and rewards.

Approaches to Rewards and Praise

Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results. Our approach to rewards and praise include the following:

- A quiet word of praise, a smile, or gesture to show approval.
- Affirmation through stickers, smiley faces, ink-stamps, stars and/or comments on pupils work.
- A visit to another member of staff or to the Principal for commendation.
- A word of praise in front of a group or class.
- Informing parent – written/verbal communication. This could include a note in the pupil's homework journal or a note home.
- Merit rewards such as points, treats or stickers are awarded to individuals/teams/class for good behaviour and effort put into school and homework.
- Extra privileges like extended computer time, extra story time, extended PE.
- Use of some Discretionary Time to reward good behaviour and performance.
- Special Class treats – golden-time; raffle; extra break/PE; watch a DVD; homework passes;
- Positive comments to/from the Principal.

Pupils' Responsibilities

For my own safety and that of others:

- I will come into school grounds through the main gate and walk to the yard
- If I come to school on my bicycle I will get off my bike at the school gate and walk with my bike to the back of the school.

- I will remain seated in class when requested.
- I will always obey the yard rules.
- I will leave my mobile phone at home.
- I will not run in the school building.
- I will not leave the school grounds during school times without permission.
- I will obey the directions of all staff members at all times

Caring for myself

- I will keep my school bag, books and copies in good order.
- I will be in school when the bell rings at 09.00.
- I will not wear jewellery in school
- I will not bring aerosols to school.
- I will always be aware of my personal cleanliness.
- I will always wash and dry my hands after going to the bathroom.
- I will bring a healthy lunch to school.
- I will not bring chewing gum, crisps, fizzy drinks or glass bottles to school.
- I will always do my best in school by listening carefully, by working as hard as I can and by completing my homework to the best of my ability.

Caring for others

- I will be polite and mannerly.
- I will be kind and respectful to staff, other pupils and visitors.
- I will remain quiet and orderly in my class line.
- I will behave well in class and always follow the class rules.
- I will always keep my school clean and bring home unfinished food.
- I will show respect for the property of other pupils, the school building and grounds.
- I will be truthful and honest at all times.
- I will never make hurtful remarks to or about other pupils or staff members.
- I will always include other pupils in games and activities.
- I will apologise when I am in the wrong.
- I accept responsibility for my behaviour.

Misbehaviour and Sanctions

Any behaviour that interferes with teaching and learning or constitutes a threat to health and safety is deemed to be misbehaviour and will not be tolerated.

Examples of Minor Misbehaviour

- Interrupting class work (e.g talking at the wrong time; making noise; fidgeting; speaking out of turn)
- Running in the school building
- Leaving litter around the school
- Not responding to the school bell in a timely manner.
- Disruptive behaviour in the bathroom.
- Being discourteous or unmannerly.
- Not completing homework without good reason.

It is important to note that this is not an exhaustive list and these are examples only. Other types of misbehaviour will also incur sanctions.

Examples of Serious Misbehaviour

- **Persistent minor misbehaviour**

- Telling lies (interpreting what is a 'lie' will relate to age of the child).
- Stealing – intentional taking of items. (Interpreting 'stealing' will relate to age of the child)
- Endangering self/other pupils in the schoolyard at break time.
- Endangering self/other pupils in the school
- Malicious damage to school/other pupil's property. This will result in a fine to cover costs of repair/replacement and/or referral to the Gardaí
- Leaving school premises during school day without appropriate permissions.
- Using bad or suggestive language, or continuously making hurtful remarks.
- Deliberately injuring another pupil or staff member.
- Bullying (see Anti-Bullying policy document)
- Using a mobile phone in school during school hours.
- Persistently interfering with Teaching and Learning.
- Refusing to follow a teacher's instructions.

It is important to note that this is not an exhaustive list and these are examples only. Other types of misbehaviour will also incur sanctions.

Gross Mis-behaviour

- Behaviour that constitutes a threat to the health and safety of pupils themselves or others is defined as Gross Misbehaviour. Aggressive, threatening or violent behaviour towards a staff member, visitor or any other student will also be regarded for the purposes of this policy as 'Gross Misbehaviour'. Bullying behaviour will not be tolerated and will be addressed as severe or gross mis-behaviour. Any such instances may result in immediate suspension by the Principal.

Strategies for dealing with misbehaviour

Teachers will use their professional judgement, guided by the Code of Behaviour and their knowledge of the child and the particular circumstances of the behaviour or incident in selecting the appropriate response. The response will be proportionate to the behaviour or incident in question. Any behaviour that interferes with teaching and learning will not be tolerated. Parents will be contacted when the need arises.

- The teacher will remind the pupil of the rule or emphasise the behaviour expected.
- If the behaviour is repeated, the student is reminded of the behaviour required and informed of the consequence associated with continued misbehaviour.
- The pupil may be required to discuss his behaviour with the teacher.
- The pupil may be separated from other pupils in the classroom ("time out") – either by changing places with another student or moving to an isolated desk. During this time he will partake in class work.
- The child may be required to write an account of his behaviour to be signed by his parents.(Incident Account Sheet). The pupil may also be required to write an account of an incident that he witnessed.
- If misbehaviour continues, the child may be removed to another classroom for a "cool down" period or to prevent further interference in teaching and learning. The child is given an assignment/classwork to complete during this time and will be encouraged to reflect on his behaviour.
- Detention at break-times will be used for serious misbehaviour. Pupils will sit in the hall or a classroom at break time and/or at lunch time. Pupils may be required to complete a time-out sheet (2nd to 6th only).

- Parents will be informed as soon as it is perceived that difficulties are developing with regard to their child's behaviour. Teachers may write a note in the homework notebook to be signed by parents. Parents may also be informed by phone or by letter.
- Parents may be required to meet with the teacher. The child may be present for some of this meeting.
- The child may be required to meet with the Principal.
- If the misbehaviour continues or in the case of a serious incident, a yellow card will be issued by the Principal/ Deputy Principal or Assistant Principal and the parents will be requested to sign it and ensure that the problem is solved.
- In the event of ongoing incidents of serious misbehaviour a red card will be issued and parents will be required to attend a meeting with the class teacher/The Board of Discipline/the Principal. A meeting may also be arranged with the parents, Principal, Board of Discipline and the Chairperson of the Board of Management if required.
- Parents may be required to collect their child from the school if he refuses to follow the teacher's directions, persistently interferes with teaching and learning or is a threat to health and safety.
- Pupils may be put on Restricted Timetable.
- Pupils may be put on Reduced Hours.
- Formal report may be made to the Board of Management
- In the event of a very serious incident of misbehaviour or where a pupil is continuously disruptive he may be suspended by the Principal/Board of Management for a minor fixed period of one to three school days. The procedures for suspension are outlined below.
- In extreme cases a pupil may be expelled from the school.
- Bullying behaviour will not be tolerated and will be addressed as severe/gross mis-behaviour.

Interventions and Support – list of options

- The classroom management plan is explained to all students at the start of the school year.
- Social skills programme, promotion of friendship and self esteem as part of SPHE.
- Yard games/activities, may be organised/amended if the behaviour is taking place in the yard.
- Use a behavioural check-list (e.g. the learning environment checklist from the NEPS booklet "Behavioural, Emotional and Social Difficulties – A Continuum of Support") to evaluate whether any modifications could be made to the learning environment.
- A Behaviour Plan/Personal Pupil Plan may be considered when a child consistently exhibits challenging and disruptive behaviour. A Behaviour Plan/PPP will focus on a limited number of behavioural targets. It is envisaged that the child will be involved in the setting of targets. If a child is entitled to a support teacher on the basis of his behavioural needs, the support teacher may set targets in consultation with the child, the class teacher and the parents.
- For pupils who exhibit particularly challenging behaviour, support services may be requested to assist in responding to the needs of the pupils. Sources of support may include, the National Educational Psychological Service (NEPS), Special Education Support Service (SESS), HSE Community Psychology

Services, Child and Adult Mental Health Services and the National Council for Special Education.

- Vigilant supervision and monitoring of pupils in class, in the yard and around the school by school staff with particular emphasis on those occasions when situations of misbehaviour are more likely to occur, such as assembly time, play time and dismissal time.

Adults in our School Community

All adults working and visiting the school are expected to work within an atmosphere of mutual respect, which permeates the school. It is expected that all staff, parents and visitors will interact in a polite, respectful and friendly manner. They are expected to model high standards as their example has an important influence on the children. Accordingly we expect parents to ensure that their children keep the school rules and treat everyone with respect.

Keeping Records

a. Class level

Teachers keep an individual behaviour record for each child on the Pupil Behaviour Record Sheet. This sheet will be maintained by the class teacher each year in the Pupil's Classroom File or on the Aladdin Administration System. This will enable teachers to track a child's behaviour and will be used to inform parents of their child's behaviour at parent teacher meetings and on the annual school report.

b. Playground/Yard

Incidents of misbehaviour on the playground/yard are recorded in the Yard Behaviour Book for each yard (Infant, Junior, Middle, Senior). If a boy's name appears persistently in this book or if he is involved in any serious misbehaviour, his parents may be contacted to address the issue. He may also be removed from the yard for a period of time and assigned appropriate work. These Behaviour Books are monitored by the Assistant Principal and the Principal.

c. School Records

The pupil's Behaviour Record Sheet is maintained by the class teacher each year and filed in the pupil's Main File at the end of the year. A record will be kept of letters or phone calls to parents in relation to school behaviour. Records of all meetings of the Board of Discipline will be minuted and retained in the school. A record will also be kept of communication with outside agencies and with the Board of Management. Instances of misbehaviour or bullying will be reported to the Board of Management. Documentation relating to Section 29 appeals will be kept and stored in a locked filing cabinet in the Principal's Office.

d. Records of Suspension

Records will be kept of investigations and decision making (including notes of all investigations, the decision making process, the decision and rationale for the decision, the duration of the suspension and any conditions attached). These records will be stored in a locked filing cabinet in the Principal's Office. The Principal will report all immediate suspensions to the Board of Management with reasons for the suspension and details of the duration of each suspension. The Board of Management will record all information relating to a suspension in its records/minutes. A report will be made to TUSLA in accordance with TUSLA reporting guidelines.

e. Records of Expulsion

All data, letters and reports will be kept as above.

Suspension

Normally, other interventions will have been tried before suspension. Suspension can provide a respite for staff and the pupil, give the pupil time to reflect on the link between his 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 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 his safety and/or the safety of others.
- The pupil is responsible for serious damage to property.

The Board of Management and Staff of St. Corban's BNS will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour. Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. In exceptional circumstances, the Principal 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 very serious misbehaviour (see above).

- In determining the appropriateness of suspending a pupil, the Staff and Board of Management will refer to the factors to consider before proposing to suspend a student. These factors include, the nature and seriousness of the behaviour, the context of the behaviour, the impact of the behaviour, the interventions tried to date, whether suspension is a proportionate response and the possible impact of suspension.

Procedures 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 pg73). 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 pupil and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the Code of Behaviour)
- The provision for an appeal to the Board of Management, the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29).
- The suspension will be recorded on the TUSLA 'Student Absence Report Form' (when applicable).
- When a period of suspension ends, the pupil will be re-admitted formally to the class by the class teacher or 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.
- If a pupil continues to misbehave he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil's parents/guardians to address the issues.
- 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 for six days or more cumulatively.
- **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.

Procedures for Expulsion

- 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. The grounds for expulsion include the following:
 - The pupils 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.
- Authority to expel is reserved to the Board of Management.
- In determining the appropriateness of expelling a pupil, the Board of Management will refer to the factors to consider before proposing to expel a pupil. These factors are similar to those mentioned above in relation to suspension.
- **In exceptional circumstances, pupils may be expelled for a first offence.** This may apply in the event of
 - A serious threat of violence against another student or member of staff
 - Actual violence or physical assault
 - Supplying illegal drugs to other students in the school
 - Sexual assault

- **Procedures in respect of expulsion – six steps**
 - 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 Education Welfare Officer
 - Step 6 – confirmation of the decision to expel.

NOTE: A detailed outline of each of these is available in Chapter 12 of the Guidelines for Development a Code of Behaviour. This is available in the school office or can be accessed on the NEWB Website – www.newb.ie

- **Section 29 appeal (p86).** A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (DES). A form for such an appeal is available from the DES. An appeal may be brought by the NEWB on behalf of a student.

Communicating and Implementing the Code

- All parents will be issued with a copy of the Code of Behaviour when this policy is ratified and/or on enrolment. Parents may also view it in the school.
- A copy of the policy has been given to each class teacher. The staff will endeavour to ensure that all pupils and parents can access and understand the Code.
- Special effort will be made to ensure that pupils with special educational needs understand the school rules, the reward systems and the consequences of misbehaviour. SPHE lessons, DVDs and role-play may be used to ensure these pupils understand cause and effects of behaviour.
- Teachers will teach the Code of Behaviour to pupils in an age appropriate manner.

Attendance and Absences

When a child is absent, a written note explaining the reason for the child’s absence must be given to the class teacher when the child returns to school. The school may use its discretion to contact parents/guardians with regard to absences. Teachers may notify parents when a pupil has missed 15 or more days. If a child is absent for 20 days, the school is obliged to inform the TUSLA. Parents are informed by text or in writing on an official letter that their son has been absent for 20 or more days and that TUSLA has been informed of this fact.

Parents/Guardians who call to the school to collect a child during school hours must call to the office to sign a child out. The parent /guardian will be given a “slip” to present to the teacher in the classroom who will then release the child into the adult’s care. The child must be signed back in at the office on his return.

Pupils 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. Breaches of the Code by pupils with documented special needs will be managed on a case by case basis. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanors, they may also

show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his behaviour. This may involve agreeing a behaviour plan/contract or working and co-operating with the Resource Teacher and a Special Needs Assistant (SNA), if an SNA is deployed to assist the pupil. The devising of such strategies may also entail contacting and meeting with relevant out-of-school agencies. However behaviour that constitutes a danger to the health and safety of others or interferes with teaching and learning cannot be tolerated.

Pastoral Care

In fulfilling his/her pastoral duties the class teacher aims to:

- Build a relationship with each pupil in his/her class and promote class spirit.
- Explain the Code of Behaviour, School Ethos and School Rules.
- Identify student difficulties (induction of new pupils, bullying, low self-esteem, home difficulties, reasons for lateness and inability to cope with school work)
- Monitor and record attendance, absences and reasons for absence.
- Administer discipline in a pastoral way (impose the sanctions when necessary and promote school discipline procedure. For sanctions refer to the school Code of Behaviour)
- Encourage students to report any incidences of bullying and harassment
- Sick children to be referred to Occupational First Aiders and contact made with home as necessary.
- Promote the school's Healthy Eating Policy
- Support the Book Rental Scheme to help reduce the financial burden of school expenses on families
- Participate in staff development days which inform staff of pupils changing needs
- Uphold the school ethos by involvement in class and school masses, religious services, sacramental preparations and daily prayers.
- Together with the Special Education Support Team, Principal and Deputy Principal monitor children with behavioural and educational needs (children with emotional problems, behavioural problems, physical or sensory impairment, SLD, MGLD, pupils for whom English is not their first language and children of the Travelling Community.)
- Work closely with S.N.A. staff to best support the pupils with S.E.N. in the class.
- Maintain and update all records relating to pupils accurately and promptly.
- To communicate openly with parents/guardians in relation to their child.

Procedures for the Resolution of Complaints:

Complaints are taken under guidelines laid down in agreement between CPSMA and INTO. Guidelines available in school or on the Catholic Primary Schools Management Association (CPSMA) Web Site.

Success criteria:

- Positive feedback from the whole school community
- Observations of behaviour in the class, yard, toilets and corridors
- Happy and caring school atmosphere

- The number of recordings of misbehaviour documented in the school.

Roles and Responsibilities:

A. The School Staff

- To co-ordinate, monitor and implement the policy in partnership with parents.
- To model positive behaviour and best practice.
- To manage the classroom in such a way that children are positively engaged.
- To involve the pupils in drawing up rules for each classroom.
- To teach the school rules in a way that is appropriate to each class level.
- To display rules in classroom.
- To support the other staff members in implementing the Code of Behaviour.

B. Ancillary Staff

- To co-operate with Principal and teachers in the implementation of the Code.
- To model positive behaviour.

C. Parents/Guardians

- To ensure that their children obey the school rules.
- To co-operate with the school in the implementation of this and other policies.
- To model positive behaviour.

Review:

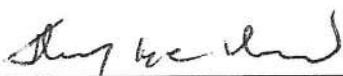
Review at end of the 2019 school year and every year thereafter.

Communication

A copy of this policy has been given to each teacher and SNA. It is available for parents to view in the school. Upon enrolment each parent is given a Welcome Pack with a copy of the Code of Behaviour. It is discussed at Induction Meetings in September each year.

Ratification

This policy was ratified by the Board of Management in 2019.

Signed: 

Date: 15/1/19

(Chairperson, Board of Management)

Appendix 1

Expectations of Staff

School rules are devised with regard to the health, safety and welfare of all members of the school community. It is imperative that adults practise what they preach in their interaction with children every day.

All staff are expected:

- to support and implement the school's Code of Behaviour;
- to be cognisant of their duty of care;
- to be familiar with and follow the school's policy on "Child Safeguarding".
- to create a safe, welcoming environment for each pupil;
- to affirm desirable behaviour;
- to facilitate pupils to reach their full academic potential;
- to keep opportunities for disruptive behaviour to a minimum;
- to deal appropriately with misbehaviour;
- to keep a record of serious misbehaviour or repeated instances of misbehaviour;
- to listen, at appropriate times, to pupils' explanations for behaviour;
- to provide support for colleagues;
- to communicate with parents and staff when necessary, always with courtesy and respect;
- to provide reports on matters of concern;
- to be familiar with and follow the school's policies on "Grievance" and "Harassment" if he/she has any complaint against staff, parents or outside personnel.

Expectations of Parents

Parents are expected:

- to nurture in their children a positive attitude towards school and try not to pass on any negative experiences parents may have had themselves while at school.
- to ensure their child attends school regularly and punctually in full school uniform with appropriate clothing for the weather so that their child will be warm and dry playing outside during breaks;
- to send a written note to the class teacher explaining their child's absence from school;
- to ensure the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency.
- to arrange and ensure that a family member/friend is contactable and available to attend the school in the event of an emergency.
- to ensure their child attends school clean and with a good level of hygiene; to check their child's head regularly for head lice and treat as necessary;
- to ensure their child has a healthy lunch in school every day in line with the school policy on "Healthy Eating".
- to arrange meetings with the class teacher and/or principal when they are concerned about any issue relating to their child;
- communicate with staff when necessary, always with courtesy and respect and to model good behaviour in their relationship with teachers;

- to encourage children to have a sense of respect for themselves, for others, for their own property and that of others;
- to be interested in, support and encourage their child's school work;
- to ensure that their child has the correct books and other materials;
- to be familiar with the Code of Behaviour and other school policies and to support the implementation of these policies;
- to co-operate with teachers in instances where their child's behaviour is causing difficulties for others;
- to communicate to the school problems which may affect a child's behaviour.
- to follow the school's "Complaints Procedure" (available on the school website) if they have a complaint about a staff member.

Expectations of Pupils

Pupils are expected:

- to listen to the class teacher, work hard, do their best and make best use of their time in school;
- to enter and leave the school building at all times in an orderly fashion; For more information please refer to the school's "Exit and Entry routines". When the bell rings after play-time the children stop playing and walk to their class lines. Children do not enter the school building without getting permission from teachers.
- to walk into and within the school building where **quietness** is expected while children are getting ready to enter/exit class i.e. while queueing, while putting on coats in cloakrooms etc. ;
- to treat all staff members, themselves and each other with due respect and courtesy;
- to stand back for an adult, to welcome visitors and to show respect to their elders;
- to never bully any person; Any behaviour that interferes with the rights of others to learn and to be safe is unacceptable. Fighting, rough play or any physical force is never allowed or tolerated.
- to never use bad language; Inappropriate language if used towards a teacher or anywhere within the school or while on a school activity is considered a breach of the code of behaviour.
- to wear his full school uniform;
- not to bring chewing gum, glass bottles, correction fluids, other solvents, matches, cigarettes, alcohol or drugs to school either on the premises or to a school related activity;
- to bring no jewellery to school except a watch;
- to never bring in a mobile phone or electronic device without written permission from the Principal
- not to cycle in school grounds unless taking part in safety training organised by the school;
- to keep their hair neat and in its natural colour; For hygiene purposes long hair must be tied back.
- to respect the school building and property; If any deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement.
- to value our school environment; The playground is a litter-free zone.

- Waste paper and cardboard are collected for recycling. All other empty carton drink containers and wrapping papers are considered household waste and are taken home.
- not to climb on the school railings.
- not to stand in planted areas or on the bark chips.

On wet days children are expected:

- to do activities in class based on the class teacher's instructions or supervising teacher's instructions; Four teachers are on supervision duty at morning and lunch time-breaks - two for the senior section of the school and two for the junior/middle section of the school with the assistance of the team of Special Needs Assistants.
- to stay in their classrooms and not run around the room;
- to never use sharp implements;
- to never use a tin-whistle except during music practice.

When swimming children are expected:

- to wear a coat when walking to the swimming pool except on dry, sunny days during May and June;
- to enter/leave the bus in an orderly manner;
- to walk in line behind the teacher to the swimming pool. No running allowed;
- to never shout or run in the dressing rooms or pool area;
- to listen and obey the instructor and life guard;
- to wear a swimming cap. Arm bands are needed for beginners and shower socks may be worn;
- to never push or play roughly in the pool, pool area or dressing rooms;
- to dress quickly after each session;
- not to bring shampoo, hairsprays, gels, spray deodorants to the pool; Roll-on deodorants are allowed for 4th - 6th class pupils.
- not to buy drinks/sweets at the pool.

When on school trips/tours, children are expected:

- to enter/leave the bus in an orderly manner;
- to arrive 15 minutes before departure time
- to keep the school rules as listed above;
- not to bring mobile phones or electronic devices on school tours; Teachers will have mobile phones on tour if parents/children need to get in contact with one another.
- to sit in their seats, to wear seatbelts and avoid loudness that would distract the driver;
- to take drinks and sweets at the appointed lunch breaks;
- to stay in their appointed groups at all times;
- to wear uniform or school tracksuit on school tours;
- to return the parental/guardian permission slips allowing the child to go on tour

Appendix 2

School Rules

1. No pupil stays in the classroom or is allowed to remain in the school premises during breaks except under supervision and with permission.
2. Pupils must be in their class before 09:00 each morning. When the bell rings at 10:55 a.m. and 1.10 p.m. for the commencement of school business the pupils shall line up in an orderly fashion and their teachers accompany them into the classroom.
3. When a pupil is absent it is expected that a note of explanation be provided.
4. Pupils will only be permitted to leave the school between 08:45 and 14:25 if accompanied by an authorised adult. The adult must sign the pupil out and sign him in again on return.
5. Cycling in the school grounds is strictly forbidden. Children who cycle to school are strongly advised to wear a helmet. Make sure that bicycles are locked on the school grounds and parked in the designated area.
6. Pupils are expected to wear their **full** school uniform every day. If something prevents them from doing so a note of explanation is expected. The school track suit and runners are to be worn on P.E. day.
7. Pupils may not bring mobile phones/electronic devices into school.
8. Healthy Eating Campaign: No sweets, biscuits, minerals, peanuts, crisps or fizzy drinks are allowed. Chewing gum is strictly forbidden. We ask all parents to be aware of the sugar intake in the pupils' lunch boxes.
9. The use of Tippex is strictly forbidden.
10. No responsibility will be taken for money or personal items brought to the school for purposes other than those directly related to school matters. Please mark clearly your child's books, lunch box, coat, jumper or any other item which could get lost or mislaid.
11. The child's homework must be checked and signed by a parent/guardian. A note from parent/guardian is required in the event of a child's homework not being done.
12. To avoid disruption of classes, parents are requested to leave all packages in the Secretary's office.
13. Parents/Guardians must make an appointment through the Secretary if they wish to discuss an issue with a teacher/ Principal.
14. Parents/guardians who wish to take photographs must have the permission of the Principal and the class teacher.
15. Pupils must be courteous and respectful at all times towards staff, visitors and each other. Pupils are expected to respect school property and equipment.
16. We wish to bring to the notice of parent/guardians that attendance is carefully monitored. Full attendance certs are rewarded at the end of each term. When a pupil has been absent from school for a total of 20 days the Educational Welfare officer will be informed as per the Welfare Act of July 2002.
17. In Senior Classes, pupils who become members of our various committees take on extra responsibilities and are expected to show commitment and interest and represent us with dignity at all times.
18. Children not participating in Religion class will remain in their classroom.
19. Parents/guardians are not permitted to drive into the school grounds during school hours. We need to insist on this to ensure the safety of the pupils in our care.
20. For health and safety reasons, parents/guardians are not permitted to bring dogs into school grounds (the exception being specially trained dogs for children with special needs or guide dogs for the blind.)

21. We expect children to comply with our school Code of Behaviour and School Rules while in school, on school trips, excursions, and on any other school related activities.

Appendix 3

Restorative Justice Questions

Questions for the child alleged to be involved in misbehaviour.

- What happened?
- What were you thinking of then/since?
- Who could have been affected by what you did and how?
- What could you have done differently?
- What needs to happen now to make things right?

Questions for the child alleged to be the victim of misbehaviour.

- What did you think when you realised what was happening?
- How did this make you feel?
- How did this impact on others?
- What was the hardest thing?

What needs to happen to make things right?

Appendix 4

The Board of Discipline

The Board of Discipline may convene if an incident of misbehavior or continuous misbehaviour warrants it. It is made up of the Chairperson of the Board of Discipline and two other designated teachers. The Principal may sit in on the meeting. The meetings will be minuted. The purpose of a Board of Discipline meeting is to address with the pupil and his parents the issues surrounding the misbehaviour, to discuss the strategies to deal with the misbehaviour and where appropriate to impose a sanction. The parents/guardians will be informed of the meeting in advance and will be required to attend. The class teacher may also attend if and when appropriate.

Curriculum Plans
Ratification & Review

Policy	Ratified	Signed	Review date	Reviewed
1. English				
2. Gaeilge				
3. Maths				
4. SPHE				
5. Physical Ed				
6. Music				
7. Visual Arts				
8. Drama				
9. History				
10. Geography				
11. Science				
12. Religion				
13. ICT				

