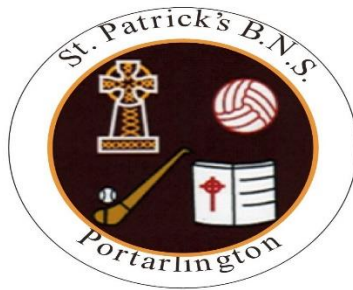


St. Patrick's BNS, Code of Behaviour Policy
Roll No. 17827A

www.statute.ie

Code of Behaviour Guidelines (NEWB, 2008)

Education Welfare Act 2000 Section 23 (1)



School Policy
For
Code of Behaviour
April 2017



AN ROINN
OIDEACHAIS AGUS SCILEANNA
DEPARTMENT OF
EDUCATION AND SKILLS



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St. Patrick's BNS, Portarlington, Co. Offaly



Code of Behaviour Policy

Introductory Statement

Good behaviour is based on good relations between parents/guardians, child and school.

In St. Patrick's BNS, we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

Aims of the code

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption

- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

- To discourage physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet*'.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal (infants do not have a homework journal, please check bags for notes)
- Letters/notes from school to home and from home to school
- School notice board
- Newsletters, school website, e-mails, Facebook
- TextaParent service.

School Procedures/ Health and Safety

The Board of Management does not accept responsibility for children arriving before opening time or remaining on after official closing time.

1. Observe all signage at the school.
2. Parents, if driving, should find parking on Patrick Street before dropping off or collecting their child. Please do not park in front of the school as this area is marked with double yellow lines.

3. If your son is in the Kilmalogue Site, please enter the carpark from the Patrick St entrance and exit from the Mountmellick Rd entrance. Proceed with caution (5Km speed limit) to the pick up/drop-off zone, following the arrows. Parents of 3rd class boys, can park at either end of the car park, or along the perimeter wall, before dropping or collecting their son at the school gate. 6th class parents can use the drop off zone for dropping off and collecting.
4. If using the car park please follow the direction of the arrows and exit the car park in single file and above all with courtesy to others.
5. In the main school at home time parents can collect their children in the yard. Please keep the school gate clear, as this is used by the school wardens to ensure the safety of all crossing the road. Boys crossing the road should line up in an orderly manner in the yard and wait for the call from the wardens to cross the road. Boys walking home in the direction of Gracefield, should use the small gate on the left and boys walking towards town should exit by the small gate on the right. Boys who get the bus home should line up in the yard and wait for the call to get on their bus.
6. In the Kilmalogue site, 3rd class boys will be collected from the school gate. 6th Class boys will exit from the front doors.

7. After arriving in school, pupils are not allowed to leave the school premises to go to the shop or elsewhere. If your child has to leave the school during school time you will be requested to sign the child out at reception.
8. Pupils who cycle to school are to alight at the gate and wheel their bicycles across the school yard. Hi-Vis Jackets and helmets must be worn by all pupils cycling to and from school.

Timetable:

School begins at 8.50a.m.

Junior Infants ASD Class finish at 1.30p.m.

3rd Class ASD Class finish at 2.30pm

1st – 6th classes finish at 2.30p.m.

Please encourage good practice by sending or bringing your child to school in time every morning.

The Board of Management does not accept responsibility for children arriving before opening time or remaining on after official closing time

Children stand in their line and walk into school with their class. Parents should remain outside the school gate. This encourages independence and also being mindful of safety reduces the risk of pushing, shoving etc. on the corridor.

On wet days, children may wait in the shelter. When bell rings, stand in designated lines and wait to come in class by class.

School Rules:

- Pupils are required to attend school regularly and to be punctual.
- Pupils should line up when the bell rings.
- School uniform is to be worn during school hours except when otherwise instructed. Our school is very proud of its uniform and we expect the children to wear **full uniform every day.**

- Grey trousers/shorts
- Grey polo shirt
- Maroon jumper with crest
- Navy socks
- Navy tie
- Navy or black shoes/runners

On P.E. day children wear their school tracksuit, white polo shirt and runners to school.

Children may only wear track suits on P.E. days.

- Earrings are not permitted.
- We insist on hair being kept neat and tidy in school. Children are **not** allowed have artificial colours in their hair during school term i.e. red, blue, yellow, green etc. We ask for your co-operation in this matter.
- If your child has to use crutches in school, we must request a **doctors certificate** stating same.
- Children are **not** allowed to have **mobile phones** on the school premises. We do understand that there are certain circumstances that may occur when a child may need a mobile phone such as collecting a child after a match. In the event of exceptional circumstances the child may hand up the mobile phone in the morning to the teacher and collect it after school.
- Pupils are encouraged to be considerate towards their fellow pupils at all times. Name calling, bullying, bad language and fighting are to be avoided. Rough and dangerous play is not allowed. School Policy on Bullying is available from the school.
- Pupils must show respect for themselves, their fellow pupils and their teachers and to visitors who come to the school.
- Pupils should walk quietly and orderly along the corridors and should not play in the toilet areas
- In accordance with our Healthy Eating Policy and to encourage a healthy diet and healthy teeth, sweets, crisps, and fizzy drinks etc., are not allowed.
- Climbing on walls, school buildings, gates, fences, rain shelter, furniture etc., is not allowed and children are encouraged to have respect for all property.

- All pupils are asked to be litter conscious.
- While in school each pupil is subject to the authority of each member of the staff.
- We have decided that children can **no** longer distribute party invitations, Christmas cards or presents in school. We have found that some children feel quite isolated and hurt when they are left out so with that in mind we ask you to understand and to co-operate with us fully.
 - Parents please note smoking is strictly forbidden in the school and in the school grounds.
 - Parents will be involved at an early stage rather than as a last resort. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between staff, pupils and parents.

These can be summed up as 6 Golden Rules:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.
3. We are honest. We tell the truth.
4. We are kind.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the “Golden Rules”. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. ‘Walk’ and not, ‘Don’t run’). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Playground(s)

Positive behaviour is expected at all times in the playground. We support and encourage such behaviour by:

- Supplying of balls.
- Careful supervision at each break time ensuring that all children are visible and actively involved.
- An incident book is carefully maintained where necessary.
- The children’s movement to and from the yard is orderly and supervised.
- On wet days, board games, jigsaws, cards, D.V.D’s etc., are used in the classrooms.

Other areas in the school

There is an expectation that the school rules will be implemented in all areas of the school such as corridors, halls, toilet etc., all children are reminded of them regularly.

School related activities

Standards and rules contained in the Code of Behaviour would usually apply in any situation where pupils are still the responsibility of the school e.g. school trips etc.

Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

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

Incentives/Reward System

Part of the vision of St. Patrick's BNS is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- 'Bualadh Bos' in class or special mention at assembly.

Field trips, annual school tours and our end of year special event will be reserved for those who have consistently strived to behave well. .

Unacceptable Behaviour

In St. Patrick's BNS we operate a card system which acts as both a deterrent and a recording system of unacceptable behavior. Where any teacher feels a parent should be notified of their child's behavior a white card is issued. The issue should then be discussed at home and the white card returned to the teacher, signed by the parent. If a child receives 3 white cards in one school year, they will be issued with a yellow card. On receipt of a yellow card, the parent is required to sign and return the card and then make an appointment with the teacher, to discuss the child's behaviour. If a child receives three yellow cards, they will then be issued with a red card, which again should be signed, returned and an appointment made to meet with the teacher and the Principal for further sanctions, including suspension, may be applied. Red or yellow cards can also be issued for an act of serious or gross misbehavior. All cards issued are recorded in the school and kept on file.

In St. Patrick's BNS three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to

discuss their child's behaviour.

Examples of minor misbehaviour include:

- Interrupting in class
- Arriving late for school without providing a note of explanation
- Running in school building
- Leaving seat without permission at lunchtime
- Not completing homework without good reason
- Leaving litter around the school
- Being discourteous/unmannerly
- Rough play in yard at breaktimes
- Bringing electronic equipment or mobile-phones to school without permission
- Not wearing appropriate uniform
- Bringing in chewing-gum
- Not following instructions.

Example of steps to be taken by teachers when dealing with minor misbehaviours:

- Verbal reprimand/reasoning with pupil
- Noting of incident in yard book
- White card home

Example of steps to be taken by teachers when dealing with regular occurrences of minor misbehaviours:

Phase 1:

- Write story of what happened
- Write copy of school rules/relevant rule(upper limit 20 times)
- Note in journal to be signed by parent/guardian
- Temporary separation from peers
- Sending to another teacher
- Denial of participation in some class activity
- White card/Yellow card

Phase 2:

- Send to Deputy Principal
- Send to Principal
- Class teacher meets with one/both parents
- Principal/Deputy Principal meets with one/both parents

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)

- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Using unacceptable language
- Deliberately injuring a fellow pupil
- Damage to property
- Back answering a member of staff
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.

Examples of steps to be taken when dealing with serious misbehaviour include:

- Send to principal
- Red card
- Principal/Deputy Principal meets with one/both parents
- Suspension

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying

- Carrying drugs, alcohol, cigarettes

Examples of steps to be taken when dealing with gross misbehaviour include:

- Principal/Deputy Principal meets with one/both parents
- Suspension
- Expulsion

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- **PHYSICAL:** includes pushing, shoving, punching, kicking, poking, tripping, etc.
- **VERBAL:** name calling which hurts, insults or humiliates.
- **EMOTIONAL:** threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Detention during break or after school
7. Communication with parents
8. Referral to Principal
9. Principal communicating with parents
10. 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)

Usually sanctions will relate as closely as possible to the behaviour.

Managing aggressive or violent misbehaviour

Should a pupils' behaviour constitute a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the school will take several steps. These include:

- Isolation of pupil/removal of the pupil to a safe place with a trusted member of staff.
- Every effort will be made to calm the child.
- Immediate communication with parents.

- Immediate visit from parent if deemed necessary.
- In extreme cases, child may need to be referred to external agency for psychological testing. This would only be done in consultation with the parents.

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

St. Patrick's BNS will follow fair procedures in the event that it is proposing to suspend or expel a student. These procedures have two essential components:

- The right to be heard
- The right to impartiality

These fair procedures apply to:

- The **investigation** of alleged misbehaviour
- The process of **decision making**

In exceptional circumstances, the principal and chairperson of the B.O.M. may extend a 3 day suspension to a 5 day period without full B.O.M. sanction (e.g. if the B.O.M. is unable to convene at short notice).

The B.O.M. will normally place a ceiling of **10 days** on a single suspension. Any extension of this will be considered as another suspension and due procedures should be followed. Where a period of suspension exceeds 20 days, the parents of the child have the right to appeal this under section 29 of the Education Act. A section 29 appeal can be made by contacting the Secretary General of DES. An application form for this procedure can be downloaded from the DES website.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

The student will be given every opportunity and support for a fresh start.

Records and Report to be kept in respect of suspension will include :

Records of investigation and decision	The investigation (incl. all interview notes) The decision making process The decision and rationale for same The duration of the suspension and any conditions attached to the suspension
Report to the B.O.M.	The principal will report all suspensions to the B.O.M. with the reasons for and the duration of each suspension
Report to NEWB	The principal is required to report suspensions in accordance with the NEWB reporting guidelines (Ed. Welfare Act 2000, section 21 (4) (a))

* Use of suspension will be reviewed at regular intervals

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools the National Education Welfare Act 2000 and the NEWB Guidelines 2008. The grounds for expulsion will be similar to the grounds for suspension. However, it will only be considered when all other interventions have been exhausted.

Grounds for Expulsion may include:

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

Before expulsion is considered, St. Patrick's BNS will have tried other interventions and will have exhausted all possibilities for changing the pupil's behaviour.

Procedures in respect of expulsion:

- A detailed investigation carried out under the direction of the principal (similar to one carried out in the case of suspension).
- A recommendation to the B.O.M. by the principal.
- Consideration of the B.O.M. of the principal's recommendation, and the holding of a hearing.
- B.O.M. deliberation and action following the hearing.
- Consultations arranged by the Education Welfare Officer (this should occur within the 20 day period between the Board's decision and the start of expulsion date.

Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education & Skills against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02).

Records and reports to be kept in respect of expulsion will include :

Records of investigation and decision making	The investigation (incl. All interview notes) The decision making process The decision and rationale for same
Report to the B.O.M.	The principal will report to the B.O.M. with the records of all relevant communications and these will be maintained.
Report to NEWB	The B.O.M. is required to report expulsions in accordance with the NEWB reporting guidelines and the Welfare Officer is required to liaise with the all relevant parties within that period. (Ed. Welfare Act 2000, section 21(4) (a).

Keeping records

All serious incidents on the playground are recorded factually in the School Incident Book. Teachers include a record of individual children's behaviour on the annual school report.

Procedures for notification of pupil absences from school

The school informs the parents regularly that The Education Welfare Act, 2000, stipulates that parents must notify the school of a student's absence and the reason for this absence.

This notification is required to be written. Accounts of all absences with the reasons (written) are retained in an absence file in each classroom. This information is reported to the NEWB on the standard forms/online.

Reference to other Policies

St. Patrick's BNS has an extensive range of policies which support and consolidate the school's COB.

These include:

- o SPHE plan
- o Anti-bullying
- o Enrolment
- o Health & Safety
- o Special Educational Needs

Success Criteria

Our school Code of Behaviour will be considered successful if the following criteria are satisfied:

- Observation of positive behaviour in class room, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents and pupils.

Roles and Responsibility

- **All members of the school community have responsibility**
- **The B.O.M. has a vital role to play in supporting the school Code of Behaviour, especially in extreme situations such as suspension and expulsion.**

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Ratification of Policy

This policy was adopted by the Board of Management on 4th April 2017.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Fr. Thomas Dooley
Pat Galvin
Management)

Signed:
(Chairperson of Board of
(Principal)

Date: 4/4/2017

Date: 4/4/2017

Date of next review: April 2018