**Code of Behaviour**

The board acknowledges that the primary responsibility for the behaviour of pupils rests with parents and appreciates the important role which parents play in supporting good standards of behaviour in school. Parents co-operate with the school by encouraging pupils to abide by school rules and by visiting the school to discuss incidents of pupil misbehaviour when requested to do so by the principal or teachers.

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff, by making an appointment.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment. **(See Anti Bullying policy also)**

The over-riding emphasis of the code is the encouragement of positive behaviour in children and the cultivation of mutual respect and tolerance. In the interest of good order and safety it is most important that clearly defined guidelines for behaviour be known and understood by all of our pupils and that pupils see parents and teachers engaged in a co-operative enterprise on their behalf.

In school pupils have to learn to live with crowds, to share adult attention and to accept the authority of teachers who act in "loco parentis". Pupils who find it difficult to accept classroom conditions or who do not develop self control are said to present the school with discipline problems

**Aims of the Code**

* To create a positive learning environment that encourages and reinforces good behaviour
* To help pupils to become self-disciplined and to encourage a good standard of 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 respect caring attitudes to one another and to the environment
* Pupils are expected to behave in a responsible manner towards themselves and others, showing consideration, courtesy and respect for other pupils and adults.
* Pupils are expected to uphold school standards with regard to language, dress and hairstyle.
* 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, 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 and volunteers ensures that the rights of the children are upheld.

**General School Rules-not limited to the following (also see School Journal)**

* Respect for self and others
* Respect for other’s property
* Respect other students and their learning
* Kindness and willingness to help others
* Follow instructions from staff immediately
* Wear school uniform while at school and on school related activities.
* Bleaching/dyeing of hair not permitted. Tight haircuts with designs not permitted.
* Walk quietly in the school building
* Courtesy and good manners
* Readiness to use respectful ways of resolving difficulties and conflict
* Ask permission to leave the classroom
* Do your best in class
* Take responsibility for your own work

These can be summed up as 6 main rules;

* Show respect for yourself and others at all times
* Be the best that you can be
* Be responsible
* Be honest and kind
* Avoid aggressive behaviour
* Avoid hurtful words/looks, name calling, teasing and bad language

**Incentives**

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school will include the use of praise and reward for good behaviour. It will entail matching the curriculum to the aptitude of the pupils, the use of effective techniques for motivating pupils and the promotion of sound relationships between pupils and teachers. It will also involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are involved pupils should understand that what they have done is not acceptable and that it is the *misbehaviou*r that is rejected and **not** the *person*

All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times 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 exercise book/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
* A system of merit marks or stickers-ie Best Listener
* Delegating some special responsibility or privilege
* A mention to parent, written or verbal communication.
* Award at Monthly Assembly

**The school code of behaviour covers**:

The classroom

The playground

The school environment

Activities away from the school environment

**Behaviour in class**

Pupils must adhere to the class rules -

**Class Rules**

* At the beginning of each academic year, the class teacher will draft a list of class rules with the children so that the children take ownership
* These reflect and support the school rules, but are presented in a way that is accessible to the children.
* Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community.
* Class rules should emphasise positive behaviour
* Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference.
* Teachers will arrange to meet with a parent if they have a concern about a child’s behaviour.
* ***Courtesy*** and ***respect*** are fundamental requirements in the classroom.
* Disrespectful behaviour towards other pupils or towards a teacher e.g. defiance, cheek, insolence or disobedience cannot be tolerated.
* Behaviour problems are to some extent situation specific and because of this teachers and parents do not always "see" the same child.
* Children with a specific diagnosis must have a *specific* Behaviour Plan in place to deal with issues in the classroom.
* Pupils must respect the right of other pupils to learn.
* Discipline is a matter for every pupil.
* A minority of disruptive pupils can adversely affect the educational progress of an entire class. Any behaviour that interferes with this **right** is considered unacceptable behavior e.g. ***constant disruption of the class, persistent distracting of others, disrespectful answers towards*** ***teacher or classmates is considered unacceptable behaviour.***
* In order that pupils may derive benefit from the work in class, full co-operation is required from pupils at all times.
* Pupils must co-operate with the instructions given by the class teacher.
* Pupils must remain seated in the classroom
* Pupils must remain seated during recreational periods on days when outdoor play is not possible.

**Behaviour in the playground**

* Any behaviour which endangers oneself or others is not permitted.
* Rough behaviour e.g. fighting, kicking, spitting, pushing, shoving, name calling is forbidden
* Pupils may not leave the playground for any reason during breaks without the expressed permission of the supervising teachers. This includes re entering the building.
* Children must obey the instruction of Supervising Teacher
* Children must go to their line when the school bell rings.
* Complete silence while standing in an orderly line is expected when the teacher on duty rings the hand bell. (No bouncing or kicking footballs)
* The children must cross the school yard and enter the building in silent, single file.

**Behaviour in the school environment**

* Respect for others is the basic rule
* Verbal or physical abuse of other pupils is strictly forbidden
* Bullying or intimidation of other pupils will not be tolerated and is always regarded as a serious matter (see Anti-bullying policy)
* Pupils must show respect for school property
* Pupils must walk quietly and in an orderly manner in corridors
* Chewing gum is forbidden.
* Pupils must walk in an orderly fashion (with no pushing/pulling) to the front of the school at 3pm
* Pupils are expected to use the pedestrian crossing in a safe manner at all times coming to and going from school
* Pupils must stand back and allow an adult to pass or to enter/exit the building
* Pupils must not loiter or interfere with children who are waiting for the bus

**School Related Activities off the School Premises:**

* Children taking part in school related activities off the premises, such as educational outings, sports events, school tours etc are expected to act responsibly, to listen and to obey the instructions of teachers, supervisors and guides, to be courteous to others and to respect property.

**Unacceptable Behaviour**

Three levels of misbehaviour are recognised: Minor, Serious and Gross.

**Minor Misbehaviour.**

Behaviours that interfere with the orderly learning environment of the school, classroom and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of behaviours that are included in level 1 Minor Misdemeanors . (Please note the list is not exhaustive)

* Failure to prepare for class, as defined by individual teachers including non completion of homework
* Running in the hallways
* Disturbing the work or play of others
* Interfering with the learning of others
* Interrupting teaching
* Disrespectful language, tone or manner towards each other and/or staff
* Defiant behaviour
* Ignoring staff requests
* Non wearing of the school uniform
* Chewing Gum

**Serious misbehaviour**

**Examples-**(Please note the list is not exhaustive)

* Repeated instances of Minor Misdemeanours which have not been modified by intervention.
* Aggressive or threatening behaviour towards another child (children) or staff member(s).
* Use of profanity.
* Derogatory reference to another person's race, gender, physical condition. disability or ethnic origin.
* Repeated bullying
* Cyberbullying, Bullying using social media
* Behaviour that interferes with teaching and learning of other children
* Damage to property

**Gross Misbehaviour-** (Please note the list is not exhaustive)

* Repeated instances of Serious Misdemeanors which have not been modified by intervention.
* Gross discriminatory or prejudicial activities, actions or words towards another person or group involving race, gender, religion, physical condition, handicap or ethnic origin'.
* Assault on a teacher or pupil
* Significant theft
* Significant damage to property
* Cyberbullying, Bullying using social media where the content is of a gross nature.
* Gross Insubordination i.e.' The failure of a child to comply with a staff member's lawful direction or command during a moment of aggression and violence'
* Leaving the school grounds without permission (unaccompanied by a responsible adult

**Sanctions -**

The use of sanctions or consequences should be characterised by certain features;

* It must be clear why the sanction is being applied
* The consequence must relate as closely as possible to the behaviour
* It must be made clear what changes in behaviour are required to avoid future sanctions
* Group punishment should be avoided as it breeds resentment
* There should be a clear distinction between minor,serious and gross offences
* It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils 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. Partial loss of participation in a particular curricular area e.g. tag rugby (-10 mins)
7. Detention during break
8. Communication with parents
9. Referral to Principal
10. Principal communicating with parents
11. Referral to the Board of Management-which may result in 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)

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health & safety.

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised (unless the misdemeanour is such that immediate sanctions are necessary

**Sanctions for *MINOR* CLASS MISDEMEANORS**

* Minor misdemeanours in the class will be dealt with by the class teacher (which may include Removal to a neighbouring classroom for an appropriate time in order to resolve a situation, giving all involved a chance to reflect and remain calm. Removal may/may not involve assigned work for pupil (to be decided by teacher depending on the misdemeanor)

**Sanctions for *MINOR* playground misbehaviour**

* Child/children may asked to stand at the wall for a timed period
* Supervising teacher will inform class teacher who will deal with the issue as is appropriate to the level of misdemeanour.

**Sanctions for *MINOR* misbehaviour off the school premises**

* All pupils are expected to abide by the external organisation’s/venue’s rules/code of conduct
* The school’s Code of Behaviour will be applied in all cases.
* If necessary(and feasible) the child in question will collected and brought back to the school. Parents will be contacted/ informed.

 **Sanctions for *SERIOUS* Misbehaviour (Principal involved)**

* Following **a THIRD REMOVAL** to a neighbouring classroom
* Forrepeated **minor** misdemeanours,if circumstances require a fourth removal within a four week period, the child will be sent to the **principal’s office.** In the circumstance of a fourth or subsequent removal**,** the class teacher will inform the parent.
* **Following a third removal to the principal's office** within a **three week period**, the principal will contact the parents/guardian. Should the child be sent to the Principal’s office on a fourth occasion within a three week period of speaking with the parents, a meeting will be called including parents, class teacher, principal and pupil. The parents will be made aware that the Board of Management will be informed.
* If the issues with the pupil persist the pupil may be suspended for a period of up to three days for any single occurrence.
* If the issue continues to persist a meeting will be arranged with the parents and the board, the pupil may be suspended for a longer period or expelled with the approval of the Board of Management.
* Where a student is suspended from a school for a period of not less than 6 days the principal concerned shall forthwith so inform by notice in writing an educational welfare officer. (no need to report a suspension of 5 days or less to the welfare officer)
* A single **Serious** misbehaviour will automatically involve the principal. Parents will be informed and appropriate sanctions will be implementedup to and including Immediate Suspension. **(See appendix 1- Authority to suspend)**

**Sanctions for *GROSS* Misbehaviour (Principal and/or B.O.M involved)**

* In a circumstance where a pupil has carried out **repeated serious** **misbehaviours,** the principal has the right to suspend for a period of up to three days( **see Appendix 1**) The Board of Management and parents will be informed. A meeting will be arranged with principal, parents and chairperson/member(s) of the board. The pupil may be suspended for a period longer than three days or expelled with the approval of the Board of Management.
* A **single Gross Misbehaviour** -The pupil is either immediately or automatically suspended by the principal-(**see appendix 1**) The Board of Management and parents will be informed. A meeting will be arranged between the Chairperson/member(s) of the Board of Management, principal and parents to discuss the gross misbehaviour. Following this the Board of Management will decide if further appropriate sanction is necessary, up to and including **prolonged** **suspension** or **expulsion**.

**AUTHORITY TO SUSPEND**

See Appendix 1

**Expulsion of Pupils**

The Board of Management has the authority to expel a pupil. The authority to make the decision, following all due procedures, remains with the Board of Management and is not delegated to the Principal. In the unlikely event that the Board may have to consider expelling a student, the procedures to be followed are as outlined in the Guidelines for Schools (NEWB), p80-86. Please note that the Guidelines for Schools (NEWB) are available on www.newb.ie. Before expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act .

**Appeals**

Parents are informed of their right to appeal and the procedure to follow. All due procedures as outlined in the Guidelines for Schools will be followed, (p.70-78) and a written record kept of the incident(s) and the investigation conducted.

**Appeals Process**

**See:**

**Appendix 2 - Appeal to the B.O.M (re: Principal's decision to suspend)**

**If the Board of Management issues a suspension they will inform** the parents of their right to appeal the Board's decision under section 29 of the Education Act 1998 to the Secretary General of the Department of Education and Science.

**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, Special Education 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.

**Irrespective of a child's diagnosis, if the students behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process and /or is a Health and Safety risk, physically or emotionally to another child(ren) or staff member then process for Suspension or/and Expulsion as outlined above is followed.**

**Plan of Action- Card system for all pupils.**

* Principal, teacher's and secretary have Red Cards and Yellow Cards.
* A red card sent to nearest class teacher and principal indicates support is needed urgently. That teacher **and** principal immediately go to the class indicated to support the class teacher.
* A yellow card indicates support needed ,but not urgently- the class teacher **or** principal will go to the classroom as soon as possible.
* All SNA's have a red card for when on yard supervision- this is sent to Principal should immediate support be needed.
* Green Card-Used for a child who is Diabetic-All involved with the child carry a green card marked with Teacher/SNA's name and child's initials (See Chronic Illness Policy)
* Purple Card is used for a child who has Epilepsy-All involved with child carry a purple card- marked with Teacher's name and child's initials(See Chronic Illness Policy)

**Ratification:**

This revised policy was ratified by the Board of Management in November 2008.

 Reviewed in 2011, 2015, 2017

---------------------------- (Chairperson)

---------------------------- Date

**APPENDIX 1**

**Suspension**

**Definition of Suspension:-**

‘requiring the student to absent himself/herself from the school for a specified, limited period of school days’

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

**Authority to Suspend:**

The Board of Management of St. Colman’s National School has formally and in writing delegated the authority to impose an ‘immediate Suspension’ to the Principal Teacher. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour in exceptional circumstances and with the approval of the Chairperson of the Board of Management the suspension may be for a longer period but in any event will not exceed 5 school days.

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

**Immediate Suspension and Automatic Suspension**

An ‘Immediate Suspension’ will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. Or that the action of the pupil warrants a suspension. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the approval of the Chairperson of the Board of Management the suspension may be for a longer period but in any event will not exceed 5 school days.

An ‘Automatic Suspension’ is a suspension imposed for named behaviours. The Board of Management of School, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined the following named behaviours will incur ‘Automatic Suspension’ as a sanction.

Any behaviour outlined in this or other policies which is likely to endanger or has endangered the health and safety of the student/s responsible or the school population.

Physical assault/violence resulting in bodily harm to a pupil or member of staff

Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on teh severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period of but in any event will not exceed 5 school days.

Parent(s) Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone and arrangements will be made with them for the pupil to be collected where possible in no circumstance will a student be sent home from school before the end of the school day prior to his/her parent(s) guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:-

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

The Board of Management acknowledges that the decision to impose either an immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures., IN this regarding, and following a formal investigation, to be completed no later than 2 school days after the incident the Board may invite the pupil and his/her parents guardian(s) to a meeting to discuss;

* The circumstances surrounding the suspension,
* Interventions to prevent a reoccurrences of such misconduct.

The Board of Management of St. Colman’s National School acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

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

**Appendix 2 -**

 **Appeal to the B.O.M (re: Principal's decision to suspend)**

All suspensions by the principal may be appealed to the Board of Management. A parent has the right to appeal the principals decision to the chairperson of the Board of Management

The Principal will have the right to insist that the student remains at home while the appeal is in progress. In the case of a successful appeal and the suspension has already been served, the suspension will be removed from the pupil’s record in the school.

**A suspension may be removed where**:

1.The principal having met with the students parents deems that the circumstances are such that the suspension should be lessened or removed.

2. New information or circumstances are brought to the principals notice

3. The Board of Management removes the suspension following an Appeal.