DEAN KELLY N.S.

CODE OF BEHAVIOUR

1. INTRODUCTION

This Code of Behaviour was formulated following a number of meetings involving the Principal, staff, parents and Board of Management. This process began in June 2012 and following staff meetings from September to December 2012, the Code is hereby presented to the Board of Management for ratification

Going forward the Code will be an item on the agenda of at least one staff meeting per term. We will use the success criteria (see page 14) to ascertain whether or not the Code is working.

The Code was reviewed in full in September / October / November 2019 to respond to new challenges and acknowledge the schools participation in the PAX initiative. (PAX means – peace, productivity, health, happiness).

1.1 OUR VISION

Dean Kelly N.S. is a senior boys schools catering for pupils from 2nd to 6th class. The school has been designated Band 1 DEIS status by the Department of Education. The school strives to promote and model excellent behaviour for its pupils and has high expectations in relation to individual pupil behaviour. The school has a whole school vision based on the PAX good behaviour games for the pupils. In brief it is "I better my world, I better myself".

1.2 OUR AIMS

1) To create an atmosphere that encourages good behaviour.
2) To set high expectations for good behaviour.
3) To create a happy and safe place for teaching and learning.
4) To encourage students to take personal responsibility for their behaviour.
5) To build positive relationship sand respect among students, parents and staff.
6) To ensure the standards are clear, consistent, widely known and understood by students, parents and staff.
7) To ensure that pupils see the code works in a fair way.

1.3 RATIONALE

Dean Kelly N.S. deemed it necessary to devise a Code of Behaviour for the following reasons:-

1) to ensure our policy is in compliance with the legal requirements and the good practice standards as set out in "Developing a Code of Behaviour Guidelines for Schools 2008".

2) It is a requirement under DES Circular 20/90 on School Discipline.

3) A change in the types of undesirable / challenging behaviour which pupils were presenting with and staff felt these behaviours were a direct result of increased stress

and pressure in the family home due to lack of employment, poor health, low self-esteem and poverty and lack of housing.

1.4 RELATIONSHIP TO THE CHARACTERISTIC SPIRIT / ETHOS OF THE SCHOOL

The Code of Behaviour at Dean Kelly N.S. is based on the principle of equal respect for both children and their families and for the staff of the school, both teaching and non-teaching as outlined in our school mission statement. The purpose of this Policy is to promote positive behaviour and to allow our school to function in an orderly and harmonious way, in line with our ethos as a Catholic school. Children will be made aware of the code at a level appropriate to their age.

The purpose of this Code is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we ensure an orderly climate for learning in our school

1.5 WHEN THE CODE OF BEHAVIOUR APPLIES

The school's Code of Behaviour applies during school hours, at all extra-curricular classes, at swimming classes, at all fund-raising, at religious ceremonies and social events organised by the school or by the Parents' Association.

Strategies to promote Positive Behaviour:

- Ensuring that pupils are treated fairly, equally and firmly ;
- A quiet word or gesture to show approval;
- Matching work with pupil's abilities; A prize/reward carefully noted by the teacher to ensure that **all** children at regular stages during the school year are rewarded for effort/behaviour/skill etc. *Teachers creating moments of success and then acknowledging them.*
- A comment in a pupil's exercise book;
- A phone call home;
- A visit to another member of staff or the Principal for commendation;
- A word of praise in front of a group or class;
- Delegating some responsibility or privilege ;
- A mention to a parent – written or verbal;
- Teacher records improvement in the behaviour of a disruptive pupil;
- Implementation of Programmes such as ***Circle Time*** to promote positive behaviour.
- Entry of records of good behaviour to be noted by teachers in a 'Brilliant Behaviour Book' and to be read out at half term assemblies by the Principal. The brilliant behaviour book will be passed around weekly.
- ABC assemblies held at the end of every month and good behaviour is read out for all to hear.
- Friends Programme will be taught in some classes.
- PAX tootles to promote confidence and build friendships.
- PAX quiet used in class and school yard, and outings.
- Playworks introduced in November 2019 to promote a happy, safe and active break for all children. High 5, fair play, hard luck and other words of encouragement are promoted and recognised by staff on yard duty.
- Recording good PAX in corridor instantly by writing names on PAX sticky notes for a draw at ABC assembly.

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.

Staff are expected to:

- support and implement the school's code of behaviour;
- be cognisant of their duty of care;
- to be familiar with and follow the school's Child Safeguarding Statement and Risk Assessment.
- create a safe, welcoming environment for each pupil;
- praise desirable behaviour;
- facilitate pupils to reach their full academic potential;
- recognise and provide for individual talents and differences among pupils
- be courteous, consistent and fair;
- keep opportunities for disruptive behaviour to a minimum;
- deal appropriately with misbehaviour;
- keep a record of serious misbehaviour or repeated instances of misbehaviour on Aladdin;
- listen, at appropriate times, to pupils' explanations for behaviour;
- provide support for colleagues;
- communicate with parents and staff when necessary, always with courtesy and respect;
- 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"

Expectations of Pupils

The following points will be regularly communicated to pupils through SPHE time, discretionary time, assembly and posters around the school. **Staff are committed to focusing on two or three of the following points each month.**

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; When the bell rings after play-time the children stop playing, freeze, line up and show PAX quiet. Children do not enter the school building without getting permission from teachers.
- to walk within the school building and **quietness** is expected while children are getting ready to enter/exit class i.e. while queuing, while putting on coats and walking to the assembly hall using PAX quiet during these times.
- 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 follow the school's anti-bullying procedures.
- 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.
- to wear their 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 whatsoever, including earrings, to school with the exception of a watch;
- to follow the uniform policy procedures;
- not to cycle / use scooter in school grounds unless taking part in safety training organised by the school;
- not to bring their mobile phone to school, except in an exceptional circumstance, and then to hand up their mobile phone, switched off, to the class teacher or principal as soon as school starts and to remember to get their mobile phone from the teacher/principal before school finishes. If a child is found with a mobile phone it will be confiscated. The phone should be given back at the end of the school day.
- to keep their hair neat in its natural colour and not cut into unusual styles as per uniform policy.
- 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 / roof of veranda.

When **swimming** children are expected:

- 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 not distract others;
- to wear a swimming cap. Arm bands may be required for beginners and shower socks may be worn;
- to never leave the pool - unless under the instructor's directions;
- 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; Parents are expected to contact the school 15 minutes before departure time if a child is sick or unable to attend.
- to keep the school rules as listed above;
- to sit in their seats and avoid loudness that would distract the driver;
- to take drinks and sweets at the appointed lunch breaks and not while travelling on the bus.
- to stay in their appointed groups at all times;
- to wear uniform on school tours (school tracksuit may be allowed depending on activity);
- to return the parental/guardian permission slips allowing the child to go on tour;
- Mobile Phones – pupils are not permitted to bring mobile phones on school tours. Staff members will carry mobile phones should urgent messages need to be passed from parents to teachers and pupils on the tour. The school secretary will act as a liaison between parents and the teachers on the school tour by sending text messages to parents to inform them that the tour has arrived safely at its destination and to give parents updated information on the expected arrival time back at school.

Pupils should be reminded of the following every 6 /8 week period.

Procedures for responding to inappropriate behaviour.

STEPS procedure is currently used in our school. All teachers have STEPS poster on display in the classroom and review it on a termly basis with the children. All parents are made aware of the STEPS procedure I September through a letter, which they then sign and return to the school. The following is our STEPS procedure:-

- Minor misbehaviour should be dealt with by the class teacher/teacher on yard duty by way of warning and/or advice in the first instance.
- The children should be spoken to directly at an early stage.
- The principal should not be involved in minor incidents of inappropriate behaviour. However, the principal may offer advice at any time to members of staff dealing with inappropriate behaviour of any sort.

Examples of minor misdemeanours include:

- Lack of respect, for example:
- Talking out of turn,
- inappropriate comments,
- lack of attention in class or yard,
- distracting others in class or yard,
- interfering in others games in yard,
- leaving seat without permission,
- homework not done or incomplete,
- mobile phones in school;
- eating during lessons,
- chewing gum,
- messing / mock fighting / jostling and pushing,
- shouting and loudness in class,
- spitting on the ground,
- throwing things (other than at people),
- unsupervised climbing
- running in quiet areas inside the school,
- bad language,
- derogatory language,
- not following instructions.
- not carrying out instructions from SNAs
- refusing to line up at break / lunch or other times.
- disrespecting SNAs

Sanctions for minor misdemeanours include and in no particular order:

- Using STEPS procedures in class in combination with these sanctions (each teacher also has his / her own sanctions in place in class)
- Discussion with pupil and agreement on a more appropriate way to act in future
- Verbal and / or written apology
- Verbal and / or written undertaking to improve
- Reasoning with the pupil
- Verbal warning
- Name on board
- Confiscation of item
- Time out (in and out of the classroom)
- Extra work
- Loss of privileges, for example, not being allowed to do jobs, not being allowed to sit on the school council, etc.
- Loss of yard time: (detention during lunchtime), only 10/15 minutes of break..
- Communication with parents
- Informal word with the principal, who has a quiet word with the child
- Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion.
- Class teachers will record misdemeanours in Aladdin. Teachers on yard will record their observations and also record in Aladdin.

Examples of major misdemeanours may include:

- Abusive / threatening or violent language directed to a person
- Using racist language towards others.
- Throwing an object in the direction of another person.

- Persistent minor misdemeanours
- Leaving the class, yard, school, park or activity without permission
- Hitting out in a threatening manner at another person (pupils, SNA, teacher, visitors to school, principal, ancillary staff etc). See Circular 40/08 point 3(v) re assault on staff.
- Persistent refusal to take instruction.
- Exhibitions of unpredictable and possibly aggressive behaviour.
- Bringing illegal substances to school
- Showing lack of respect for adults in the school.
- Breaking school rules
- Breach of Covid-19 Guidelines and school procedures.

Sanctions for major misdemeanours include:

Carrying out STEPS procedure. Discussion with parents and staff, including the principal, to include a verbal and / or written apology, together with any or all of the following sanctions as appropriate:

(Junior Classes)

- Step 1: Verbal warning and yellow card.
- Step 2: Separate desk where possible (on their own) in classroom – 20 minutes.
- Step 3: The Principal is informed that the pupil has been placed on Step 3. A letter is sent home. Parent must sign and return the next day. Reflection sheet as part of homework.
- Step 4: If the pupil does not complete the work set in Step 3 above, the Principal is informed.
- Step 5: Meeting between parents and Principal (HSCL involvement)
- Step 6: Suspension. Parents informed. Schoolwork to be completed at home.

(Senior Classes)

- Step 1: Verbal warning and yellow card.
- Step 2: Phonecall home, loss of part of break / golden time when reflection sheet will be completed.
- Step 3: Meeting with parents
- Step 4: Suspension

Gross Misdemeanours

- Bullying
- Serious violence / threatening / intimidating behaviour.
- Questioning authority / inappropriate language to school staff on a regular basis.
- Persistent serious disruptive behaviour and / or refusal to obey instructions.
- A combination of major misdemeanours (see above).

Sanctions for gross misdemeanours include:

- Principal informs chairperson of Board of Management of the situation. The principal contacts the parents, inviting them into a meeting. At this stage, if parents and pupil come in and give a serious undertaking, the decision to suspend may be deferred. If however the parents do not come in, or do not give an undertaking of good behaviour, suspension applies. If serious / gross misbehaviour continues, suspension applies. Suspension will be notified by letter.

- The decision to suspend from the school will be considered as a last resort when other possibilities have been tried.

- Once a pupil has been suspended, other suspensions may follow should the misbehaviour continue.

- In the case of gross misbehaviour, the Board shall authorise the Chairperson or Principal to sanction an immediate suspension pending a discussion of the matter with the parents.

- Expulsion may be considered in extreme cases, in accordance with Rule 130(6).

- We will take the individual circumstances of children into account as much as possible and at all times aim to be fair, consistent, understanding and compassionate.

- We will note improvements in behaviour and praise it to encourage further development.

- We will make use of outside agencies and other professions such as psychologists, in order to assist children who are having serious difficulty.

2. ROLES AND RESPONSIBILITIES

2.1. Board of Management

- Ratify the Code
- Support the Principal and Staff in implementing the Code

2.2. Principal

- Provide a safe work environment
- Provide support for colleagues
- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required

2.3. Teaching Staff

- Support and implement the school's Code of Behaviour
- The promotion of positive behaviour through effective teaching, an inclusive and engaging curriculum and well managed classrooms

- The use of a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.
- The use of PAX good behaviour game through the school to promote positive behaviour.
- Be courteous, consistent and fair
- Deal appropriately with misbehaviour.
- Keep a written record on Aladdin of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Report matters of serious concern to Principal or Deputy Principal
- Record incidents from yard in Yard Book.
- Engaging with in-school reviews of behaviour (e.g. at monthly staff meetings)

2.4. Pupils

- Follow school and class rules
- Listen to teachers and act on instructions / advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Behave in a safe manner that does not endanger others
- Include other pupils in games and activities
- Follow PAX good behaviour games.
- Show PAX quiet when lining up, walking in corridor, at assemblies and other school events.

2.5. Parents / Guardians

- Be familiar with the Code of Behaviour and support its implementation
- Sign the Code of Behaviour to confirm that it is acceptable to them and that they will make all reasonable efforts to ensure their child complies with the Code. Pupils will only be enrolled if parents / guardians agree to this in advance (See Education (Welfare) Act 2000. Section 23 (4)
- Be familiar with the STEPS procedure currently in our school.
- Sign the STEPS procedure letter at the start of the school year.
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's schoolwork
- Cooperate with teachers if their child's behaviour is causing difficulties for others
- Communicate with the school regarding any problems that may affect their child's progress or behaviour
- Attending meetings at the school if requested.
- Supporting children with their homework and ensuring that it is completed.
- Co-operating with the rules and standards which apply to them (dropping off rule, clothing rule, etc.).

As part of the whole school approach to behaviour, the following courtesies are expected from all members of the school community and in particular, pupils.

1. Greeting others (coaches, library staff, home school liaison teacher etc. with a smile, using good eye contact, using the person's name and saying thank you and please,

go raibh maith agat and más é do thoil é and dia duit/good moring and slán/goodbye in the afternoon. Use PAX manners on a daily basis.
2. Allowing others to go ahead of you through the door or gate.
3. Holding the door/gate open for others, in particular visitors, parents, someone carrying something, or for someone younger or smaller than you.
4. If you need to get someone's attention, say 'excuse me' or 'gabh mo leithsceal' and then wait until the person is ready. That is unless it is urgent, (for example you need to use the bathroom or someone is injured – in which case you say 'excuse me – it's urgent')
5. Being patient if you are at the secretary's office (e.g. if she is on the phone).
6. Complying with requests without discussions or questions as to why. If someone feels they have been treated unfairly or needs to discuss the request they should comply first and then ask to talk about it later. Pupils could discuss the issue with their parents/teacher for advice.

3. BEHAVIOUR AND RULES

3.1. PAX

All pupils will be instructed to follow PAX positive behaviour programme and abide by each class PAX Vision and PAX promise.

Class PAX Vision is devised by each class teacher with the pupils and reviewed regularly. During all school activities all pupils will follow:-

1. PAX Quiet
2. PAX Hands
3. PAX Voices
4. PAX promise

3.1.1 Guidelines for behaviour within the school

- Respect, courtesy and co-operation to be shown towards other children, teachers support staff and parents, in the classroom, the playground, and on school outings, at all times.
- Respect to be shown by the children towards their own and other children's property, school property and the environment.
- Respect to be shown to other children's space i.e. no verbal or physical violence or aggression, or any form of bullying behaviour (see anti bullying policy).
- Respect for each child's own feelings, i.e. It's okay to feel sad, quiet etc.
- Children are expected to behave in an orderly fashion in the classroom, moving around the school and going to and from the playground.
- Children are expected to complete assigned work (written and oral) both at school and at home.
- Children are expected to listen to others and take turn to speak in class.
- Children must remain within the designated playground boundaries during break times: they must not go into areas that are out of sight.
- Children are expected to show understanding towards children for whom some of these guidelines may be challenging e.g. children with special educational needs.
- All children are expected to be outside during lunch and break times unless they have a note excusing them due to illness.

Parents are expected to:-

- sign the child out if they are being collected early from class. Secretary keeps sign-out book.
- ensure their children attend school regularly and on time and that they are collected from school on time
- encourage their children to follow the school's Code of Behaviour
- ensure their children wear the school uniform/tracksuit on appropriate days.
- ensure their children have the correct books and materials
- have their children's belongings labelled
- read written communication received from the school and respond appropriately
- report to the office if calling to the school during the day for any reason
- make an appointment beforehand if they need to see a member of staff
- to treat all members of the school community with respect
- provide a note to inform all explaining all absences
- inform class teacher of any change to collection procedure for their children via note
- help their children to learn and practise good behaviour and to have a positive attitude towards themselves, other people and towards the school
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others
- communicate to the school problems which may affect their child's behaviour
- attend meetings at the school if requested
- help their children with their homework and ensure it is completed
- communicate (to the class teacher) difficulties that their child may be having with homework
- Illness - Any infectious illness should be notified to the school immediately

3.1.2 Dean Kelly N.S. routines for behaving well

Based on our golden rules, we have come up with a more specific set of guidelines so that it makes it easier for all children to behave well. **The guidelines below should be seen as the basic minimum expectation we have for behaving well on a daily basis. They will be communicated to the boys through assembly, posters around the school and regular reminders from the class teacher (incidentally and through SPHE lessons).**

Morning Routine:

- School gates open at 8.45 a.m. for those attending breakfast club.
- Children walk to the breakfast club.
- At 8.50 a.m. other pupils enter and go to their classrooms..
- 9.00 school bell rings.

Afternoon Routine:

- School closes at 2.40 p.m.
- Children who go to homework club are collected at each class by teacher and walked to homework club.
- Children who take a bus are collected at each class and supervised in another classroom until the bus arrives.
- All other children are walked to front gate by their own class teacher.

Walking:

Inside the school is a walking zone at all times. At 9.00 a.m. and 2.40 p.m. pupils are asked to walk too.

Clothing for school:

Full school uniform to be worn daily – grey trousers, pale blue shirt, navy jumper, silver/navy striped tie. Routine uniform checks will also occur.

Clothing for PE:

P.E. uniform, which consists of a navy tracksuit bottoms, navy top and a pale blue polo shirt may be worn on the day(s) your child has P.E.

Never Leave the School

Children should never leave school or their classroom without permission from teaching staff.

Language:

Bad language (curses and swear words) or derogatory, racist, homophobic or sexist language should never be used in any language.

Expensive toys:

Mobile telephones, PSP's, game boys and other small electronic toys should be left at home as they can get lost or damaged, as well as creating difficulties at break time. (Ref Mobile Phone Policy)

Road safety – Bus Pick-Up

Boys should line up in an orderly fashion when collected from their classroom by staff member. When the bus arrives the teacher walks out with the children to the bus.

Class Rules

Class rules are set in each class by the teacher and the class and are based upon our school wide golden rules and our code of behaviour and which set a positive atmosphere for learning. These include a procedure for leaving your seat, going to the bathroom, getting the teachers attention, keeping the room tidy and safe for everyone, changing tasks and lining up and generally looking out for one another.

PAX good behaviour game is used by all teachers and staff in Dean Kelly and all children have become accustomed to using PAX in school.

A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour will operate in each class.

Our Yard Rules:

- Respect all yard toys / equipment and hand them back when finished.
- You have no permission to leave the yard – you must ask a teacher first.

- When the bell rings we **FREEZE, LINE UP AND SHOW PAX.** Pupils will be taught about the importance of personal space in the line.
- Pupils should line up at the appropriate clearly marked lines on the yard for their class.
- If you get an injury make sure you tell the teacher on duty immediately.
- **If you are not happy it is vitally important to tell the teacher on duty so that they can help to resolve the problem quickly.**
- If you run into someone else, check that they are okay and tell them you are sorry and that it was an accident.
- If you see rough play, ask them to stop and tell a teacher.
- If anyone is not following our rules in the yard they may be asked to do a timeout at the designated timeout bench in the yard.
- If you have ideas to make yard time better, tell the teachers or principal.

School related activities: The code of behaviour applies to all out of school activities, including extracurricular activities, school outings and tours.

3.2. Dealing with Day-to-day Behaviour Issues

Pupils frequently bring behaviour issues to teachers for resolution when they themselves are unable to resolve them. Teachers encourage, support and show pupils how they may be able to resolve these issues. In this way, pupils build up the skills necessary for the resolution of issues in later life. Children should be enabled to resolve conflicts with the aid of a teacher.

When the teacher judges it necessary, (s)he will become involved and help resolve a behaviour issue. The vast majority of issues will be resolved at this point. This may happen with or without consulting the parent, or principal, or other designated senior member of staff.

Parents are kept informed, as appropriate about the resolution of behaviour issues and the teacher decides when this is appropriate, or responds to parents' queries at any time. **Teachers act on the principle that it is better for parents to be aware than not aware of behaviour issues which arise.** The principal may intervene informally in the resolution of minor issues, as appropriate.

Communication with parents about behaviour

Good communication between teachers and parents is essential for optimal pupil progress. Equally we encourage parents to talk to staff about their concerns. The homework journal or a note / phonecall to teacher can be useful. For more detailed and sensitive discussions, it is best to arrange a meeting with the class teacher. This means that both parties can sit down and discuss issues confidentially and in comfort.

Bullying

In dealing with any incidence of bullying behaviour, teachers have regard to the school's Anti Bullying Policy, which is given to parents in September of each school year. Bullying is defined as repeated aggressions (verbal, psychological or physical) conducted by an individual or group against others. Isolated incidents of aggressive behaviour (which of

course are not condoned) are not regarded as bullying. But when the behaviour is systematic and ongoing, it is bullying. The Department of Education and Science has identified a number of different types of bullying and the school accepts this definition of what constitutes bullying. It includes: physical aggression, intimidation, isolation, name-calling, and 'slagging', unwarranted demands for things and damage to property.

Children with Special Educational Needs (SEN)

We understand that children with special educational needs may sometimes find managing their behaviour to be a struggle for them. We are keenly aware that certain children will need a very specific style of behaviour management, which is suited to their own individual needs. In these instances we will work closely with the child's parents and the child himself to allow the child to take ownership over their own behaviour. We have in the past and will continue to do so in the future, work with Barnardos Services in relation to teaching children anger management and behavioural management skills. We will refer to BESD (Behavioural Emotional and Social Difficulties) Continuum of Support from NEPS in all cases of behavioural management in special needs children.

Children may also use our sensory area to help in calming down. Movement breaks are also routine in school – pupils can chat about what is causing their behaviour during these breaks.

Keeping records:

It is important for staff to keep a record of poor behaviour on Aladdin so that they can be confident of their accuracy when discussing the matter with parents and so that patterns in behaviour can be noted. **It is the policy of the school that parents are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later.** Underlying this reporting should be an ongoing positive two way relationship between the parents and the school that fosters good communication and maintains high levels of parental involvement in the interests of the child. Consistency is achieved through clear adherence to this policy and regular discussion at staff meetings.

The following records are kept:

1) Aladdin

Incidences of behaviour will be written into Aladdin by class teachers and SNAs when they occur. This will allow staff to monitor behaviour and to monitor emerging patterns of behaviour. Serious incidents should be reported to the principal, or in her absence, the deputy principal.

2) Book of Brilliant Behaviour

Examples of excellent behaviour will be recorded by all staff in this book approximately every month.

Success Criteria

How will we know if the Code is working?

To work effectively it is vital that:-

- School rules are clear, simple and fair.

- Children, parents / guardians, teachers are clear on acceptable and unacceptable behaviour
- There is unity and co-operation
- Everyone has the same high standards
- School rules are implemented
- The Board of Management continues to be actively involved in the promotion, implementation and review of the Code of Behaviour.
- Teachers are keeping factual records of incidents of poor / disruptive behaviour on Aladdin.
- Teachers are recording incidents of misbehaviour and any other observations of note in relation to the children at playtime on Aladdin.
- Serious incidents or issues are recorded in the pupils files
- Behaviour is noted in parent / teacher meetings and in end of year pupil reports
- Parents are informing the school about their children's absences.

Review and Ratification

This policy was ratified by the Board of Management of the Dean Kelly N.S.on

Signed: _____

Chairperson

Dated: _____

This policy is subject to review and amendment at any time by the Board of Management.

Addendum to Code of Behaviour

Leaving school grounds without permission / leaving class group when on an outing.

This is classified as very serious misbehaviour

Action taken by staff on discovering that a child has left the school grounds without permission has to be based upon best practice, health and safety concerns and care and concern for the child in accordance with school ethos.

The following steps apply:-

- The teacher lets another teacher or SNA know immediately.
- The Principal and / or Deputy Principal is / are notified immediately.
- A member of staff / members of staff should be sent to see if the child's whereabouts / direction of travel can be monitored.
- Owing to health and safety issues a child should not be followed out of the school. One of the major concerns here is that a chase could ensure which could result in an accident or confrontation.
- A list of contacts for the child will be activated. The contact list contains phone numbers for parents, guardians and / or emergency contacts. The contact list is located in the secretary's office and in the principal's office.
- If the child cannot be promptly located, the Gardai should be notified and asked to assist in locating the child.
- The Principal / Deputy Principal will ensure that a full record is kept of action taken each time a child leaves the school grounds.
- The BOM will be apprised of each incident at the next board meeting.

SUSPENSION/EXPULSION (APPENDIX TO CODE OF BEHAVIOUR)

Chapters 10, 11 and 12 of *Developing Codes of Behaviour: Guidelines for Schools* deal with the issues of suspension and expulsion from primary schools, including the legal and procedural requirements. Schools are advised that in drawing up or reviewing their Codes of Behaviour, they should follow the advice set out in these Guidelines. The Guidelines acknowledge a child's right to education, but also the occasional need for schools to suspend or expel pupils where serious misbehaviour occurs. Schools are reminded that decisions to suspend (for a total of 20 days or more in the current school year) or expel are open to appeal (under Section 29 of the Education Act 1998) and may be subject to judicial review by the High Court.

A school should ensure that it has a policy and procedures around the use of suspension and expulsion, and these should be widely communicated.

Fair Procedures (see Chapter 10 of the Guidelines)

In the investigation of alleged misbehaviour, and in decision making around what, if any sanction should be imposed, it should be clear that fair procedures are adopted. Fair procedures have two essential parts:

- The right to be heard; and
- The right to impartiality.

The principles of fair procedure always apply, but the degree of formality required will depend on the gravity of the alleged misbehaviour and the seriousness of the possible sanction. Procedures must be fair, and be seen to be fair. The need for confidentiality and timeliness in dealing with suspension and expulsion are also set out.

Suspension (See Chapter 11 of the Guidelines)

The board of management of a school has the authority to suspend. Where this authority is delegated to the principal it should be done formally and in writing. Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension and the school staff should have reviewed why these interventions have not worked. However, a single incident of misconduct may be grounds for suspension.

A decision to suspend a student requires that:

- The student and parents are informed of the complaint; and
- Parents and students are given an opportunity to respond.

A student should not be suspended for more than three days, except in exceptional circumstances, where the principal considers that it is warranted to achieve a particular objective. Where a suspension longer than three days is being proposed by the principal, the matter should be referred to the board*. A board of management may wish to authorise the Principal, with the approval of the chairperson of the board, to impose a suspension of up to five days in circumstances where a meeting of the board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.* The board should normally place a ceiling of 10 days on any one period of suspension imposed by it. Pupils should not be suspended for an indefinite period.

Schools should notify the parents and the student of decisions to suspend in writing. When the suspension ends, a plan should be made to reintegrate the student into the class, and pupils should be given the opportunity and support for a fresh start.

Expulsion (See Chapter 12 of the Guidelines)

The board of management of a school has the authority to expel a student. As a matter of best practice, this authority should not be delegated. Expulsion should be proportionate to the student's behaviour and should only be invoked in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour, and be satisfied that they have exhausted all possibilities for changing the student's behaviour. There may exceptional circumstances where a board forms the opinion that the student should be expelled for a first offence, e.g. actual violence or physical assault.

Decisions to expel should follow fair procedures including:

1. A detailed investigation carried out under the direction of the principal.
2. A recommendation to the board of management by the principal.
3. Consideration by the board of management of the principal's recommendation; and the holding of a hearing.
4. Board of management deliberations and actions following the hearing, including informing the Education Welfare Board of its opinion. (the student cannot be expelled before the passage of 20 days from the date that the NEWB receives this written notification)
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Decisions to expel are subject to appeal under Section 29 of the Education Act.