



# Scoil an Linbh Íosa

## Code of Behaviour

### Introductory Statement

The following Code of Behaviour has been formulated, for Scoil an Linbh Íosa, following a review of the existing code in April 2022.

The impact of other school policies was also taken into consideration when finalising this document. Other policies that impact on this Code of Behaviour are as follows;

- RSE
- Homework
- Anti-Bullying
- Health & Safety
- Enrolment
- S.E.N

### Rationale

This policy has been prepared in accordance with DES Circular 20/90 on School Discipline, the Education Welfare Act 2000 and the Education Act 1998 and has been reviewed in accordance with NEWB Guidelines for Schools 2008.

### Relationship to Characteristic Spirit of the School

This code of behaviour will assist our school in its aim to promote learning in a safe and caring environment. It is based on the principles of fairness, co-operation, trust and respect.

### Aims

- To create a learning environment that encourages and reinforces good behaviour
- To create a positive and safe environment for teaching and learning
- To foster a sense of responsibility and self-discipline in pupils based on consideration and the rights and needs of others
- To ensure that behaviour is managed in a consistent manner
- To ensure that the school's high expectation for the behaviour of all members of the school community is widely known and understood
- To promote positive home/school links
- To encourage the involvement of both home and school in the implementation of this policy
- To provide support for the staff

The standards and rules contained in this Code of Behaviour also apply to any situation where the pupil is involved in school related activities outside the school premises. This includes such

activities as school tours, games and extracurricular activities and attendance at events organised by the school.

### **Strategies to Promote Positive Behaviour throughout the School**

In Scoil An Linbh Íosa, a variety of strategies will be used to promote positive behaviour. Some of these strategies are as following

- Pupils and Staff are encouraged to 'Be FRESH' (Fair, Respectful, Engaged, Safe and Honest) in their daily interactions with each other
- Explicit teaching of the 'FRESH' concept
- Positive everyday interaction between staff and pupils
- Good school and classroom routines are established
- Pupils are involved in the preparation of class rules in a manner which is appropriate to the age/ ability of the pupils
- Rules/ expectations are clear and consistent
- Rules/ expectations are taught
- Pupils are given responsibilities in the school
- Class / yard rules are clearly displayed
- Pupils are given positive feedback about good behaviour
- Pupils are encouraged to reflect on their behaviour and the impact this has on others
- Every effort is made to heal relationships
- Assembly (rules are reinforced)

#### **Other strategies might include**

- Reward systems
- Positive notes home
- Thinking chair
- Circle Time
- Redirection

Additionally, programmes such as Walk Tall, Stay Safe, Alive-O /Grow In Love will be taught in order to model positive behaviour for the pupils and enhance their self esteem.

We recognise the need to introduce, and remind the children of the school rules in a way that is age appropriate and suitable to their needs. The teaching of the rules will be an ongoing process.

To support and underpin the above approach, and as part of our overall philosophy in Scoil An Linbh Íosa, we are working to adopt a Restorative Practice approach. This is a process whereby the pupils are given the opportunity to reflect on their behaviour and how others have been affected by it. It encourages pupils to take responsibility for their own behaviour and to come up with plans to repair harm. Healing broken relationships and preventing reoccurrence is a key element of Restorative Practice

## **School Rules**

### **Be Prepared**

- Pupils are expected to have what they need coming to/ going home from school
- Be punctual
- Pupils are expected to wear the appropriate uniform/ tracksuit/ bring swimming gear according to the timetable
- No jewellery (apart from watches and ear studs)
- No makeup
- Lunch to be in line with Healthy Eating Policy. Environmental packaging is encouraged. Crisps, nuts and products containing nuts are forbidden.
- Chewing gum is not allowed (unless recommended by an Occupational Therapist)
- Home Work should be in line with the school's Home Work Policy

### **Be Respectful of:**

- All members of the school community including visitors
- Your own property and that of others
- School property
- The environment (use paper and compost bins)

### **Obey Safety Rules**

- Walk in the school building
- Avoid the car park, except under supervision
- Obey the traffic warden
- Be signed out by an adult when leaving early
- Bicycles/ scooters/ skateboards are not to be used on school grounds
- Bring any safety concerns to the attention of a teacher /SNA
- Climbing the school fences/ walls/ trees is not allowed

### **Do your best**

### **Be courteous at all time**

## **Break Time Rules**

### **Yard Rules**

- Respond to the whistle ( Stop, walk, line up quietly)
- Food without wrappers/ bags (lunch boxes only)
- Play Safely (No wild chasing or rough play)
- Ask permission to leave the yard
- If there is a problem – Tell
- Use the equipment safely

**Astro Turf Area**

- The Rules for the main yard apply to the Astro Turf

**Additional rules include**

- No slide tackling
- No food to be consumed on the Astro Turf

**Mornings/ Break time (Inside)**

Pupils are expected to remain in their classrooms and to follow the instructions of their teacher and those who are supervising.

**General Guidelines for Behaviour**

We recognise the need to acknowledge positive behaviour and every effort will be made to affirm those who are doing their best to keep these rules without an over emphasis on extrinsic rewards. Sincere praise will be given and rewards will be at the discretion of teachers/ principal.

Disapproval of unacceptable behaviour will be dealt with according to the nature of the behaviour. The seriousness of the behaviour will be judged by the teachers/ principal based on a common sense approach with regard to the nature of the behaviour and the degree/ frequency of such behaviour.

**Pupils with Special Needs**

We expect all students with special needs to follow the Code of Behaviour of Scoil An Linbh Íosa to the best of their ability. We recognise that they may require help to understand and observe the code, and may need to be taught how to relate cause and effects of behaviour. This may involve a specific plan drawn up in consultation with relevant staff, parents and outside agencies. The pupils will be as involved in this process as they can be.

**Among the strategies used to encourage adherence to the Code of Behaviour are**

- Explanation, teaching and repetition of rules
- Consistent reminders
- Visual timetables
- Adapted environments
- Social stories to improve behaviour
- Increased support/ supervision from staff
- Team approach-staff, teachers and outside agencies

Teachers should take particular care to help the students with special needs to understand the reason why their behaviour is unacceptable and the purpose of the sanctions if imposed. However, in repeated instances of serious misbehaviour when the safety and duty of care to others is at issue, the Code of Behaviour takes precedence.

## **Misdemeanours**

Teachers, where possible, will endeavour to employ a **Restorative Practice** approach to dealing with behavioural issues. This approach is used to encourage positive behaviour. It teaches the restorative skills of compassionate listening and reflective practice. Pupils are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. This process involves the use of non-accusative questions:

- From your point of view what happened?
- What do you remember thinking at the time?
- How did it make you feel?
- Who else has been affected by this?
- How do you feel now?
- How do you think the other person feels?
- What could you have done differently?
- What would you like to see happen next?

## **Minor Misdemeanours**

Minor misdemeanours include occasional breach of homework policy, rough play on the yard, irregular instances of interrupting in class, isolated acts of unkindness/ being discourteous/ unmannerly and disregard for uniform.

### **Strategies to deal with minor misdemeanours include**

- Child is encouraged to reflect on their behaviour
- Reminding pupil of rule broken
- Noting in yard book if incident happened during break time and informing class teacher

## **Serious Misdemeanours**

Serious misdemeanours include bullying (as defined in 'The Anti Bullying' policy), regular acts of unkindness, disruptive behaviour in class, frequent breach of home work policy, inappropriate language, aggressive behaviour, deliberately refusing to co-operate with instructions.

### **Strategies to deal with serious misdemeanours may include**

- Write/draw an account of what happened to be signed by child and parent/guardian
- Note in journal to be signed by parents/ guardians
- Temporary separation from peers
- Send pupil to another teacher
- Withdrawal of privileges (e.g. class jobs)
- Denial of participation in some class activity
- Send pupil to deputy principal/principal
- Principal and/or class teacher contacts parents/guardians
- Teacher meets with parent(s)/guardian(s)
- Principal meets with parent(s)/guardian(s)
- Chairperson informed and parent(s)/guardian(s) requested to meet with chairperson/principal

## **Gross Misdemeanours**

Gross misdemeanours include repeated bullying, assault, malicious damage.

### **Strategies to deal with gross misdemeanours may include**

- Immediate contact between principal/ deputy principal and parent(s)/guardian(s) to discuss behaviour
- Removal of pupil to principal's office
- The principal may exclude a pupil, from school, for a maximum of three school days
- Chairperson/principal to sanction immediate suspension pending discussion with parent(s)/guardian(s).
- The Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed (up to 10 days)
- No pupil shall be struck off the school register for breaches of discipline without prior consent of the patron and advising the Education Welfare Officer to whom functions under the Educational Welfare Act 2000 have been assigned. This must be done in writing

## **Procedures for Suspension**

The Board of Management and staff of Scoil An Linbh Íosa will follow the procedures for suspension and expulsion as outlined in the Guidelines for Schools on Developing a Code of Behaviour.

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents/guardians will be fully informed about an allegation and the process that will be used to investigate and decide the matter. They will be given an opportunity to respond to an allegation before a decision is made and a serious sanction is imposed.

In exceptional circumstances, the principal/ Board of Management may consider an immediate suspension to be necessary when the continued presence of the pupil in the school, at that time, would represent a serious threat to the safety of any member of the school community.

The Board of Management will also consider the following factors before suspending a pupil

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension

### **In relation to suspension**

- Parents/guardians and the pupil will be invited to meet the principal and/or the Board of Management to discuss the proposed suspension.
- Parents/guardians and pupil are given an opportunity to respond.
- In the event that an immediate suspension is warranted, parents/guardians and the pupil will be invited to discuss the matter with the principal and the procedures governing suspension will apply.
- A written letter of the terms and date of the suspension will be given to the parents/guardians. This letter will contain
  1. The period of the suspension
  2. The reasons for the suspension
  3. Any study programme to be followed.
  4. The arrangements for returning to school, including any commitment to be entered into by the parents/guardians and pupil (e.g. it might be necessary to reaffirm their commitment to the Code of Behaviour).
  5. The provision for an appeal to the Board of Management
  6. The right to appeal to the Secretary General of the Department of Education (Education Act 1998 Section 29)
- When the period of suspension ends, the pupil will return to school accompanied by their parent / guardian and will be re-admitted to the class by the principal.
- Where a satisfactory resolution to the problem has been achieved, the pupil may be re-admitted to the school, within a suspension period, at the discretion of the principal and or the Board of Management.
- If a pupil continues to misbehave they may be suspended for a major fixed period (up to 10 days) to allow for consultation with both the pupil and parents/guardians to address the issue.
- The Education Welfare Officer will be informed when a pupil has been suspended for a period of 6 days or more.
- Section 29 Appeal - when the total number of days for which a student has been suspended, in the current academic year, reaches 20 days, the parents may appeal the suspension under Section 29 of the Education Act and will be given information about how to appeal.
- When the suspension is completed, the pupil will be given the opportunity and support for a fresh start.

## **Records and Reports**

Formal written records will be kept of

1. The investigation
2. The decision making process
3. The decision and the rationale for the decision
4. The duration of the suspension and any conditions attached to the suspension

All records are kept in line with our Data Protection Policy.

The principal will report all suspensions to the Board of Management.

The principal will report all suspensions in accordance with the NEWB reporting guidelines (Education Welfare Act, 2000, section 21).

## **Procedures for Expulsion**

Factors to consider before proposing to expel a student

1. The nature and seriousness of the behaviour
2. The context of the behaviour
3. The impact of the behaviour
4. The interventions tried to date
5. Whether expulsion is an appropriate response
6. The possible impact of the expulsion

- Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach to the code could include
  - a serious threat of violence against another student or member of staff
  - actual violence or physical assault
  - possession of controlled drugs
  - supply of controlled drugs to others in the school
  - sexual assault
- Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include
  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
  5. Consultations arranged by the Education Welfare Officer
  6. Confirmation of the decision to expel
- A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29). An appeal may also be brought to the National Welfare Board on behalf of a pupil.



## **Ladder of Intervention**

### **Class Teacher**

The class teacher will deal with routine incidents of misbehaviour through classroom management strategies.

### **Additional Support**

Some pupils require additional support and more active interventions to help them manage their behaviour.

Additional inputs or interventions might include

1. Referral to another teacher or adult who will work with them
2. Referral to the deputy principal or principal
3. Setting targets for behaviour and monitoring them with the pupil in a positive way
4. Behaviour contracts

### **Specialised Support**

Pupils who show particularly challenging behaviour will need a sustained and systematic response involving the important adults in their lives, at home and at school. The principal/deputy principal might also seek support from professional external agencies such as NEPS, HSE. At each level, parental and family support will be sought.

### **Recording Breaches of Misbehaviour**

- Note in child's journal
- Parent/teacher record cards
- Yard book
- Principal's records
- Teacher's records
- Behaviour plan
- Behaviour Contract
- 4 W Sheet
- Aladdin

### **Success Criteria**

- Positive feedback from the whole school community
- Observation of behaviour
- Atmosphere in the school

### **Absences from School**

The following procedures are to be used in the case of absences from school. The Education Welfare Act 2000 section 23 (2e) & section 18 must be fulfilled.

Parents are requested to

- Inform the school about the absence
- Where possible this should be prior to the absence
- In the case of a short illness, the school should be informed, in writing, on return to the school

- In the case of a longer illness, the school should be informed as soon as possible
- Notes re absences should be written in the child's homework journal
- Notes should be shown to the class teacher
- Pupils absent with a doctor's certificate should not return to the school prior to the date stated on the cert

When a pupil has been absent for 20 days Tusla Education Support Services (TESS) will be informed by the school.

## **Roles and Responsibilities**

### **Principal/ Deputy Principal**

- To co-ordinate, monitor and implement the code in partnership with all members of the staff
- To organise an audit and review of The Code of Behaviour

### **Teachers**

- To promote restorative practice within the school
- To manage the classroom in such a way that the pupils are positively engaged
- To involve the pupils in the drawing up of rules for the class room
- To teach the rules in a way that that is appropriate to each class level
- To display the rules in the class room
- To develop lesson plans and programmes to teach the skills for building positive relationships
- To implement behaviour plans
- To participate in the review of The Code of Behaviour

### **Ancillary Staff operating under the guidance of the Principal/ Deputy Principal**

- To co-operate with the principal / deputy principal and teachers in the implementation of the code, (observing ,monitoring, providing feedback, supporting)

### **Parents/ Guardians**

- To encourage the pupils to keep the school rules
- To co-operate with the school in the implementation of this and other policies
- To participate in the review of The Code of Behaviour

### **Board of Management**

- Participation in review of Code of Behaviour
- Ratification

### **Success Criteria**

- Positive feedback from the whole school community
- Observation of behaviour
- Atmosphere in the school

**Parents will be given a copy of the code and as a condition of enrolment all new parents will be requested to confirm, in writing, that the code is acceptable to them.**

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Principal) (Chairperson of Board of Management)

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

Review: April 2022