



St. Joseph's N.S. Derrywash Behaviour Policy

This document is a statement of the principles and strategies for managing children's behaviour in St. Joseph's N.S. It was reviewed through a process of consultation with staff and parents. The Behaviour policy has been developed in accordance with 'Developing a Behaviour Policy: Guidelines for Schools', National Educational Welfare Board, 2008.

This policy:

- Recognises that the vast majority of our students are well behaved.
- Works to actively re-enforce and reward this good behaviour.
- Recognises the impact poor behaviour has on learning and teaching and on reading achievement.
- Based on the principles that good behaviour must be taught and developed through role play and regular reinforcement.
- Believes that effective classroom management, the setting of high expectations and a consistency of approach will help achieve this end.
- Holds that it is the responsibility of every member of staff to do this and to work together to achieve this end.
- Must be viewed in conjunction with several other inter-related policies:
 - Anti-Bullying Policy
 - Child Protection Policy (Children First Guidelines)
 - Critical Incident Policy

Foreword

Behaviour, which respects the rights of all children to learn and teachers to teach, is fundamental to all children's success at school.

This policy provides a basis upon which our school will establish effective behaviour codes and these codes will provide the framework for a safe, orderly, happy, productive and success oriented learning environment in St. Brigid's.

Our school behaviour policy will endeavour to ensure that all children in St. Brigid's exhibit two essential components of successful learning in schools: mutual respect and responsible behaviour.

The focus should be and will be on providing opportunities and supports for the children to experience success in a positive and affirming environment.

Rationale

This policy is based on the following principles:

- St. Joseph's has a responsibility to prepare our pupils for fulfilling
- participation in society.

- All individuals within the school both staff and pupils, should treat each other with respect at all times.
- Behaviour has consequences which increase or reduce choices in life.
- Individuals must accept responsibility for their own behaviour.

Whole School Approach

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Behaviour Policy. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by the principal, teachers, ancillary staff and parents in the review and operation of the Code. The Board of Management, teachers, staff and parents will work together to provide an environment which is:

- Safe
- Inclusive
- Conducive to learning
- Free from harassment and bullying

This behaviour policy provides a framework for the development of such an environment, based on the following:

- Rewards System
- Positive Behaviours will be rewarded so teacher should frequently Stop, Scan & Catch Them Being Good.
- Teacher should set out clear expectations at all times, during lessons and out in the yard, including:
 - Remaining in seat and getting on with work assigned (If child/student has tendency to get out of seat frequently, reward for short periods in seat and increase accordingly).
 - Showing courtesy and good manners.
 - Playing safely and not doing anything to endanger others.
 - Having all homework completed.
 - Paying attention and actively participating in class lesson.
 - Walking around school building.
 - Any behaviours which the staff deems to set a good example.
- When giving a pupil a reward, staff members should clearly identify why the pupil is getting the reward and what behaviour has been exemplified.

Standards of Behaviour

Pupils General Behaviour

Each pupil is expected to:

- Treat staff, fellow pupils and visitors with respect and courtesy at all times.
- The use of foul language and any form of bullying are deemed unacceptable
- Show respect for the property of the school and its environs. Pupils are encouraged to take pride in their school, to keep it litter-free and to refrain from all acts of vandalism. They must not steal school property or the

property of staff or other pupils. Pupil clothing and lunchboxes should be clearly labelled

- Pupils are expected to obey the bell to signal the beginning and end of teaching and recreation periods. They should enter and leave the school in an orderly fashion
- Wear school uniform
- Provide a note from parent stating duration and reason for absence. If there is a requirement that a pupil has to leave school early, for any reason, parent must notify the school
- Do his/her best in work assigned at school or at home. Homework notebooks provide a useful system of communication between the home and school and should be signed every night.
- Under section 21 of the Education Welfare Act 2002, the B.O.M. of a recognised school is required to prepare a report each year on the level of attendances at the school. This report must then be submitted to the National Educational Welfare Board. If a pupil has 20 or more absences in the school year their name will be noted. Pupils are required to be regular in their attendance at school. After a pupil has been absent, a note from Parents or Guardians must always be brought to the class teacher upon the pupil's return. When a pupil has to leave school early (i.e. before 1.35pm or 2.35pm) a note from the parents/guardians must be brought to the class teacher. The person collecting the child must sign the child out in the book provided at the front office.

Classroom Behaviour

Each pupil is expected to:

- Have all books, copies and other required materials
- Behave in a way that does not interfere with the rights of other children
- Listen to the teacher and other pupils if they are speaking
- Work to the best of his/her ability
- Value school property and the belongings of fellow pupils.
- Follow the direction of his/her teacher
- Obtain his/her teacher's permission to leave the classroom
- Respect the teacher, other pupils and visitors to the classroom.

Playground Behaviour

Each pupil is expected to:

- Refrain from any form of bullying or threatening behaviour
- Play – safely avoiding any games or play that are rough or dangerous
- Follow – the directions of the playground supervisor(s)
- Remain on school grounds at all times
- Respect – the yard supervisor and fellow pupils
- Avoid wearing, fighting or name calling
- Observe the rules regarding designated areas i.e. infant yard
- Obey instructions regarding prohibited areas of playground.
- Playing on grass during wet weather is forbidden
- Return to class in an orderly manner at the end of breaks.

Behaviour in other School Areas

- Each pupil is expected to:
- Walk in the school corridors
- Exercise caution on all stairways
- Avoid disruptive behaviour while moving about the school during class periods.

Behaviour during School Outings/Activities

Each pupil is expected to:

- Follow his/her teacher's directions at all times
- Remain with the teacher/supervisors and group of pupils at all times
- Behave politely towards those they meet on such trips
- Observe – the rules of general good behaviour
- Observe the rules of the bus company where applicable

Staff

It is the Principal's responsibility to ensure the school's Behaviour Policy is administered in a manner that is consistent and fair to all pupils. Each staff member has responsibility for the maintenance of discipline within common areas of the school. Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Behaviour Policy with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

Parents/Guardians

The school and home do not and should not operate in isolation, therefore the co-operation and support of Parents/Guardians are essential to effectively implement this code.

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school and they can assist the school by encouraging their children to;

- abide by the school rules
- encourage punctuality and regular attendance
- ensure that homework is given due time and effort.

Should parents/guardians be concerned about any aspect of their child's behaviour, they are welcome to make an appointment to discuss their concerns. In cases of an

identified pattern of misbehaviour parents will be invited to participate in the intervention process.

Parents/Guardians are expected to;

- Equip pupils with appropriate school materials, a sufficient healthy lunch and full, clean uniform.
- Be courteous towards pupils and staff.
- Respect school property and encourage their children to do the same.
- Label pupils coats and other personal property.
- Strictly supervise pre-school children when they are in the school.

As the Board of Management is responsible for the Health and Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

If a Parent/Guardian behaves inappropriately towards a member of staff, verbally abuses a member of staff or makes a member of staff feel unsafe the following steps will be followed;

- A letter of warning will be written from the Chairperson to the Parent/Guardian, reminding him/her about our school policy on behaviour towards staff.
- If it happens for a second time, the Chairperson will organise a meeting with the Parent/Guardian and (if necessary) the principal/deputy principal to give them another and final warning about behaviour towards staff.
- If it happens a third time the Chairperson will meet with the principal and BOM to discuss the future of the Parents/Guardians in Derrywash National School.

Promoting Positive Behaviour

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded.

Rewards for Positive Behaviour in Primary School

Teacher will teach the class reward system. Examples include:

- Golden Time
- Tokens
- Visual wall display
- Positive messages sent home
- Class-based reward Systems

Inappropriate Behaviour

In order to establish a common understanding and consistent response the Behaviour Policy classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Level One Behaviours

Level 1 behaviours are those 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 behaviour that are included in Level 1.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

Disciplinary Actions Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Some examples of Level 1 responses are:

- Quiet word with pupil, with reminder of Class Contract/Care Credits.
- Age-appropriate sanction is given to child, e.g. lines for Senior pupils/Play or other activities curtailed for Junior pupils.
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parent contact
- Referral to Principal/Deputy Principal
- Behaviour contract

Level 1 Supportive Interventions

- Listed below are some examples of Level 1 supportive actions:
- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.
- Implementation of student support plan at classroom support level.

Behaviours Level 2

Behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2.

- Repeated instances of Level 1 behaviour which have not been modified by intervention Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Breaking or entering the school after normal school hours
- Constantly disrupting class
- Telling lies
- Stealing
- Cheating
- Use of profanity

- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Students absenting themselves from school without permission of parents or teachers.

Level 2 Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and the age and stage of development of the offender. The disciplinary actions at Level 2 may involve the Principal, and may include the formal notification of parents. Staff members will document Level 2 behaviours in the School Incident Book when deemed necessary. Some examples of Level 2 responses are:

- In school supervised detention
- Student writes account of incident which has to be signed by parent
- Note in homework diary to be signed by parent
- Sending of student to another teacher
- Denial of participation in some class activity
- Pupil is requested to give a written/oral apology to teacher/fellow pupil. Record of this apology is kept by class teacher.
- At the discretion of the principal, a note or telephone call may be made to the parents/guardians informing them of behaviour.
- If problem persists, parents/guardians will be formally requested to meet the principal and the class teacher in relation to the matter. Parents/Guardians will be required to co-operate with the school in the implementation of the school discipline policy.
- Implementation of student support plan at school support level.
- Formal letter of warning will be sent home to the parents at the discretion of the principal

Level 2 Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
- Drawing up of student support plan drawn up involving all relevant personnel.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3 Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin.

Disciplinary Actions Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Level 3 responses include:

- Suspension from school for one to five days: This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.
- Suspension from school for five to ten days: This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
- Expulsion: Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

Procedures for Suspensions & Expulsions

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. Joseph's N.S. 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 the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic 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 the suspension may be for a longer period but in any event will not exceed 5 school days. T

he 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. 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 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 St. Joseph's N.S., having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff or
- 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 the 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 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. In no circumstance will a student be sent home from school 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 regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- The circumstances surrounding the suspension,
- Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of St. Joseph's N.S. acknowledges the fundamental importance of impartiality in the investigation process. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of St. Joseph's N.S. will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s); with details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.

An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- 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 provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

Expulsion

Definition of Expulsion: '*A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.*' (Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board).

Authority to Suspend: The authority to expel a pupil is reserved by the Board of Management. Procedures in Respect of Expulsion: Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required). As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- a. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion. iv. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
 - b. The Principal (or BOM Nominee) will make a recommendation to the Board of Management Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.
- b) In this event the Principal (or nominee) will:
- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
 - ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations and the Holding of a Hearing If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled. The parent(s)/guardian(s) will be notified in writing
- i. as to the date, location and time of the hearing
 - ii. of their right to make a written and oral submission to the Board of Management
 - iii. that they may if they so choose be accompanied at the hearing The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing. In respect of the expulsion hearing the Board gives an undertaking that;
 - i. the meeting will be properly conducted in accordance with Board procedures
 - ii. the principal (or BOM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
 - iii. each party will be given the opportunity to directly question the evidence of the other party
 - iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose.
- d) Board of Management Deliberations & Actions following the Hearing Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board
- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
 - ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
 - iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
 - iv. Will be represented at the consultation to be organized by the Educational Welfare Officer

v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff. e) Confirmation of the Decision to Expel Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel. Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of St. Joseph's N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Bullying

Please refer to the school's Anti-Bullying Policy.

This policy will be reviewed and ratified by the Board of Management in March 2019. It will be reviewed again annually or as and when the need arises.

This policy was reviewed and ratified by the Board of Management.

Signed: _____

(Chairperson Board of Management)

Signed: _____

(Principal)

Date: _____