



## Code of Behaviour

### Guiding Principles

Scoil Eoin Baiste enjoys a high standard of pupil behaviour and mutual respect. This comes from a strong sense of community within the positive atmosphere of our school.

*The school recognises the variety of differences that exist between children and each situation is seen as unique. We believe that being fair does not mean that every child is treated the same, rather it means that every child is treated in accordance to what he/she needs.*

This code of behaviour is about supporting behaviour for learning i.e. that all pupils can gain from learning experiences as part of a school community and leads as much as possible to behaviour awareness and ownership.

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. A positive school ethos is based on the quality of relationships and communication within the school community.

Our school's Code of Behaviour is built upon the concepts of Restorative Practice and the Incredible Years. These approaches enable pupils to reflect on their behaviour, with the aim of finding solutions to restore relationships. Our overall aim is to ensure that all pupils feel happy, successful and connected in our school.

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner.

## Aims

***The overall aim of the Code of Behaviour of Scoil Eoin Baiste is to create and maintain a positive and safe learning and teaching environment in our school.***

We also aim:

- ✓ To commit to building and maintaining positive relationships using Restorative Practices.
- ✓ To provide guidance for pupils, teachers and parents/guardians on behavioural expectations.
- ✓ To provide for the effective and safe operation of the school.
- ✓ To develop pupils' self-esteem and to promote positive behaviour for learning.
- ✓ To foster the development of a sense of responsibility and empowerment in pupils based on communication, respect and empathy for other.
- ✓ To facilitate the education and development of every child.
- ✓ To foster caring attitudes to one another and to the environment.
- ✓ To enable learning to take place.

In devising the code, consideration has been given to the particular needs and circumstances of our school.

## Children with Special Educational Needs (SEN) and the Code of Behaviour

All children are required to comply with the spirit of the Code of Behaviour. Scoil Eoin Baiste recognises that some children with SEN may need extra time and help in understanding some rules. Specialised **Behaviour Plans** may be necessary at times. Cognitive development will be taken into account at all times. Behaviour Plans will be put in place in consultation with the class teacher, Parent/Guardian, Special education teachers and Principal. All will work together to make sure the child receives all the support they need. Any professional advice from our NEPS Psychologist will be taken into consideration.

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

## Roles & responsibilities of key stakeholders

### Pupils

#### Pupils are expected to:

- ✓ Attend school regularly and punctually.
- ✓ Wear full school uniform.
- ✓ Bring correct materials / books to school.
- ✓ 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
- ✓ Complete all schoolwork and homework to the best of their ability at all times.

### *Modelling the standards*

*The adults in Scoil Eoin Baiste have a responsibility to model the schools standards of behaviour both in their interactions with children and with each other; their example is a model of good working relationships and a powerful source of learning for children. All adults need to be familiar with the school's standards and committed to supporting children to reach them.*

### Board of Management

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board of Management reviews and drafts the Code of Behaviour in consultation with the whole school community. The Board of Management will ratify the Code of Behaviour and will continually monitor its implementation making adjustments as necessary. It will also conduct an Annual Review of the Code of Behaviour. Confirmation that this has been conducted should be included in the Board of Management's Annual Review to the parent body and school community.

### Staff

In accordance with the Code of Professional Conduct for Teachers (Teaching Council 2012) the staff are expected to treat all children with respect and dignity and to implement the Code of Behaviour in a fair, consistent and reasonable manner. Staff will regularly make the children aware of the Code of Behaviour and will remind them of the expectations throughout the school year and during assembly on Fridays.



New staff and substitutes are provided with the visiting teacher folder on their arrival in the school. This folder contains copies of school policies and practices.

Staff are responsible for:

- ✓ 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.
- ✓ Being courteous, consistent and fair
- ✓ Keep a written record of instances of serious misbehaviour or repeated instances of misbehaviour on Aladdin.
- ✓ Providing support for colleagues.
- ✓ Communicating with parents when necessary.
- ✓ Reporting matters of serious concern to Principal or Deputy Principal
- ✓ Recording incidents from yard in Incident and Accident Book and/or on Aladdin
- ✓ Engaging with in-school reviews of behaviour(e.g. at staff meetings)

### ***Parents and Guardians***

The Code of Behaviour is drawn up in consultation with the parents.

When making application for enrolment parents will be given copies of the Code of Behaviour and Anti-Bullying policies. On receiving an offer of a place for their child, parents will be required to confirm in writing that the Code of Behaviour and Anti-Bullying policy and any subsequent changes is acceptable to them and that they will make every effort to ensure compliance by their child. At the beginning of each year thereafter parents are asked to recap on the Code of Behaviour with their child/ren and children must confirm in writing that they will comply with the code.

***In supporting behaviour for learning, it is a key role of the parents to work in co-operation with the school.***

Parents will support the school in the promotion of positive behaviour by:

- ✓ Supporting the implementation of the Code of Behaviour.
- ✓ Ensuring that children attend regularly and punctually.
- ✓ Informing the class teacher, in writing, when a pupil has been absent and give reasons for the absence.
- ✓ 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/respond to written and telephone correspondence from the school.
- ✓ Supporting children with their homework and ensuring that it is completed.
- ✓ Cooperating with any rules and standards which apply to them.
- ✓ Encouraging their children to do their best and to take responsibility for their work.
- ✓ Ensuring their children always wear the correct school uniform

#### **Parents Association**

- ✓ The Parents Association can suggest and/or organise extra-curricular activities on approval by Board of Management.
- ✓ Fundraising for the school by the parents association will be done with the prior agreement of the Board of Management.
- ✓ The Parents Association can invite speakers to address parents which are topical or relevant.

### **Encouraging the Standards: Classroom and School Practices**

Through the year, across classes:

- All children are taught and reminded on a regular basis of the schools 'High 5' rules in an age appropriate manner. See **Appendix 1.**
- Each class in the school agree on classroom rules collaboratively using positive language.
- Each child is given a copy of the Code of Behaviour to discuss with their parents/guardians and is required to confirm in writing that he/she complies with the code.
- All rules are displayed clearly to remind and reinforce positive behaviour around the school.
- Clear systems of acknowledging and rewarding good behaviour including praise, Golden Time, reward charts, notes home, pupil of the week/Gaelgeoir na Seachtaine award at assembly etc.
- Support children with special educational needs and ensure they have sufficient understanding of the 'High 5' and class rules.
- The school's Social Personal and Health Education curriculum is used to support the Code of Behaviour. It aims to help the children develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.
- Clear arrangements and expectations are discussed with all classes for wet days.
- Clear arrangements and expectation for teacher absences/substitute
- The following programmes are used in the school: Friends for Life, The Incredible Years & Roots of Empathy, Fun Friends, Stand up
- Children are actively encouraged to become involved in the Green Schools, Active Schools, Health Promoting Schools and school of digital distinction initiatives.
- The school adopts a Restorative Practice approach to inappropriate behaviour.

## School Yard

The following strategies are implemented to promote good behaviour in the school yard.

- ✓ Children are reminded regularly by the class teacher and at assembly of the Yard Rules.
- ✓ The Yard Rules are displayed in a prominent position in the front and back yard. See APPENDIX 2
- ✓ All classes are reminded regularly to be respectful of each other, be kind and use kind words at all times.
- ✓ Adult supervision is provided during break and lunch times in the school yard.
- ✓ All classes are collected from their lines at 11.10 and 1pm by their class teacher.
- ✓ All games stop when the bell rings or instructed to do so by an adult in the yard.
- ✓ Play buddies from the senior classes help out in the junior yard.
- ✓ The yard is zoned for specific groups/activities as needed.
- ✓ Any child who injures him/herself is accompanied by another child on the instruction of the adult in the yard to visit the secretary for first aid. An incident report form will be filled, when necessary.
- ✓ For safety reasons, only the balls provided by the school can be used in the school yard unless an adult instructs a child that their own ball is safe.
- ✓ A Time Out area is designated in both yards where incidents deemed as inappropriate, by the adult in the yard, are used to de-escalate a situation and allow the child to think about their action for a short period of time.
- ✓ Any concerns are discussed and resolved at staff meetings.

## Yard Rules

- Be gentle and play fairly
- Respect School Property
- Be polite and respect each other
- No entering the school without permission
- No gymnastics

## On excursions/out of school trips

- ✓ All school related activities, irrespective of time or place, are seen to be extensions of the school days and all rules that apply to behaviour in school apply equally to behaviour out of school.

## Responding to behaviour

In Scoil Eoin Baiste we use a staged approach to responding to behaviour. Scoil Eoin Baiste also place a greater emphasis on affirming positive behaviour than on sanctions.

### Responding to positive behaviour

Systems for acknowledging positive behaviour:

- Are meaningful
- Reinforce and encourage behaviour that is valued and wanted
- Include rewards for effort as well as achievement
- Are inclusive and fairly applied
- Encourage intrinsic motivation, promoting love of learning
- Do not encourage unhelpful competition or become the goal of learning

### Rewards on a school, class, group or individual basis may include:

- ✓ Genuine praise
  - ✓ Sharing achievements with others
  - ✓ Computer time
  - ✓ Golden time
  - ✓ Special responsibilities
  - ✓ Leading the choice of new equipment/resources
  - ✓ Trips/outings.
- This list is not exhaustive and all rewards are awarded in consideration of the child/class/group.

### Assembly

Assembly is a forum for recognising good behaviour and good work ethic among pupils. All teachers are asked to focus on the 'positive' – in terms of work and to promote positive behaviour. Children are awarded 'Pupil of the Week' based on personal effort and progress in all areas of school life. Assembly takes place every Friday in the hall.



## Responding to inappropriate or negative behaviour

Scoil Eoin Baiste encourages a high standard of behaviour from all pupils. Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others.

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels:

- Level 1: Minor Misbehaviours
- Level 2: Serious Misbehaviours
- Level 3: Gross Misbehaviours

It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added or included at the school's discretion.

Teachers, the Deputy Principal or Principal will make a judgment on the severity of the misbehaviour and actions may be skipped if warranted. A clear distinction is made between minor and serious offences. The staff use actions that are both age appropriate and appropriate to the particular behaviour in a flexible manner i.e. by considering individual circumstances.

Where unacceptable behaviour occurs, the school uses a staged problem solving approach which is fair and consistent with the needs of the child. A sanction is a form of positive intervention however, sanctions are unlikely on their own to change behaviour. Sanctions are used in Scoil Eoin Baiste in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

| Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>✓ Eye contact/physical proximity to child.</li> <li>✓ Verbal reminder of expected behaviour.</li> <li>✓ Restorative conversation – When minor conflict or misbehaviours occur, conversations take place with one or more children to listen to the child, allow the child to identify what they have done, how their actions have affected others and how to make things right. See Restorative Practice Questions APPENDIX 4</li> </ul> | <p><i>A continuation of minor misbehaviours &amp; instances of serious misbehaviours ...</i></p> <ul style="list-style-type: none"> <li>✓ Temporary separation from peers/friends/ temporary loss of privileges/ additional homework assigned/ Weekend homework</li> <li>✓ Note home to be signed by parent/phone call to parent.</li> <li>✓ Restorative Meeting with principal at lunchtime where the child completes a written report. The report contains the following details: what happened? What the child was thinking at the time and since then? Who has been affected and in what way? How could things have been done differently and finally what needs to happen next? See APPENDIX 4</li> </ul> <p>Past. Present. Future. Report to be signed by parents.</p> | <p><i>A continuation of serious misbehaviours &amp; instances of gross misbehaviour</i></p> <ul style="list-style-type: none"> <li>✓ Restorative Conference to include pupil, parent/guardian, class teacher, principal. This is a more formal meeting to support those affected by situation of conflict/harm to acknowledge responsibility, ensure accountability and agree on specific solutions to repair the harm that has been caused. The restorative practice questions are used in the conference process to guide solution-focused intervention.</li> <li>✓ Review with class teacher and parents after an agreed period one/two weeks.</li> <li>✓ In-school suspension for half a day.</li> <li>✓ Full day in-school suspension.</li> <li>✓ Exclusion ( Suspension or Expulsion)</li> </ul> |



**Level 1: Minor Misbehaviours**

The class teacher deals with actions based upon level 1 minor misbehaviours and it is at the discretion of the teacher whether or not parental involvement is required at this stage.

*Examples*

|   |                                                                                                      |
|---|------------------------------------------------------------------------------------------------------|
| ✓ | Disturbing the work or play of others.                                                               |
| ✓ | Disrespectful language, tone or manner including name-calling, sniggering or mocking other children. |
| ✓ | Ignoring staff requests                                                                              |
| ✓ | Leaving one's place/classroom without permission                                                     |
| ✓ | Throwing objects.                                                                                    |
| ✓ | Drawing on tables, being careless with another person's property                                     |
| ✓ | Excluding other children                                                                             |
| ✓ | Leaving litter in and around the school                                                              |
| ✓ | Not completing homework without good reason                                                          |
| ✓ | Playing outside the approved areas                                                                   |
| ✓ | Behaviour which is dangerous to self or others ( shoving, pushing, hitting, kicking)                 |

**Level 2: Serious Misbehaviour**

The Principal/Deputy Principal administers actions in level 2 serious misbehaviours.

*Examples*

|   |                                                                                                                       |
|---|-----------------------------------------------------------------------------------------------------------------------|
| ✓ | Repeated instances of level 1 minor misbehaviours, which have not been modified by intervention.                      |
| ✓ | Repeated behaviour which is dangerous to self or others ( shoving, pushing, hitting, kicking)                         |
| ✓ | Repeated instances of exclusion of children                                                                           |
| ✓ | Bullying in all forms                                                                                                 |
| ✓ | Answering back, giving cheek or arguing with staff –Being disrespectful                                               |
| ✓ | Leaving school without permission                                                                                     |
| ✓ | Intentionally damaging school or personal property                                                                    |
| ✓ | Stealing                                                                                                              |
| ✓ | Cheating                                                                                                              |
| ✓ | Persistently not working to full potential                                                                            |
| ✓ | Continuously not completing homework                                                                                  |
| ✓ | Aggressive behaviour                                                                                                  |
| ✓ | Physical fighting                                                                                                     |
| ✓ | Being in possession of items, which may cause damage or harm to persons or property i.e. items appropriate to school. |



## Suspension and Expulsion

**Suspension** is defined as 'requiring the student to absent himself/herself from the school for a specified, limited period of school days' (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as a suspension.

Suspension will be considered as part of a range of sanctions where a student has engaged in a major misdemeanour. While suspension should be a proportionate response to the behaviour that is causing concern, a single instance of serious misconduct may be grounds for suspension.

The decision to suspend will be based on the following grounds:

- The seriously detrimental effect on the education of the other students of the student's behaviour to date.
- Whether the student's continued presence in the school constitutes a threat to safety
- The student is responsible for serious damage to property

The purpose of suspension includes: providing a respite for staff and students, giving the student time to reflect on their actions and giving parents/guardians and staff time to plan ways of helping the student to change their unacceptable behaviour.

Suspension shall be used as part of an agreed plan to address the student's behaviour. The procedures in respect of suspension are those outlined in section 11.5 of the NEWB guidelines for schools. The Board of Management of Scoil Eoin Baiste has delegated authority to the principal to suspend pupils for periods of up to three days. If a suspension for a longer period is being proposed, the principal should refer to the Board of Management for consideration and approval. Reports to the Board and to the relevant authorities should be made in line with NEWB guidelines. (Refer to pages 70 – 78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008)

Before resorting to suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage rather than as a last resort. Communication with parents will be verbal or by letter depending on the circumstances. The parents concerned will be invited to the school to discuss their child's behaviour and they will be given an opportunity to respond before a decision is made and before any sanction is imposed.

Circumstances relating to the allegations will be investigated in a fair and impartial manner. Investigations where possible, will be carried out by a senior member of staff and/or the Principal. The Principal will make a decision in an objective way based on the findings.

### Expulsion (permanent exclusion)

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. Under the Education (Welfare) Act, 2000, 'A student shall not be expelled from a school before the passing of twenty school days

### Level 3: Gross Misbehaviour

The principal and/or the Chairperson of the Board of Management administers actions of a gross misbehaviour.

#### Examples

|   |                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------|
| ✓ | Persistent incidents of serious misbehaviour will be classified as gross misbehaviour                                |
| ✓ | Being in possession of items which cause damage or harm to persons or property e.g. knife, blades, tools, drugs etc. |
| ✓ | Consistent bullying of another pupil                                                                                 |
| ✓ | Persistent engagement in activities which have been identified by member of staff as dangerous or inappropriate      |
| ✓ | Purposely activating the school fire alarm                                                                           |
| ✓ | Serious assault on another pupil/staff member i.e. physically & verbally *                                           |
| ✓ | Intentional serious damage to school property*                                                                       |
| ✓ | Serious theft of school/staff property*                                                                              |

\*Where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils and staff, the Board authorises the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents/guardians.

In school suspension - On occasion, if it is felt beneficial, a child, at the discretion of the Deputy Principal or Principal, a child may be put on an 'in-school suspension'. This involves the pupil being sent to another class/Special Education Teachers room for the duration of his/her suspension with work. This system may be used if the pupil needs to be removed from class. In this instance, the in-school suspension may begin after a serious misdemeanour/offence or repeated minor misdemeanours. It may also be used if it is felt that the pupil would not benefit from a full suspension for example if there was a known lack of supervision at home or if the pupil wants to be suspended. Parents/Guardians will be informed of the house suspension and asked to come in to discuss the seriousness of the offence.

- Principal and Deputy Principal will designate a buddy teacher for an in school suspension who will be a class teacher or special education teacher.
- Pupil goes straight to appropriate class when they arrive in school the next day. A folder of work that they can do with little/no help, along with pencils etc. should be sent to the class by the class teacher who will be ready for their arrival. They should remain with that class and have no contact with their own class for the remainder of the day.
- If the child is in the senior end of the school, they will be placed on in school suspension with a junior class, therefore will be on junior yard. In exceptional circumstances, a child may be kept off yard.



following the receipt of a notification under this section by an educational welfare officer' (Section 24(4)). It is the right of a Board of Management to take '....such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured;' (Section 24 (5)) The Board of Management has the authority to expel a student. This authority will be exercised in line with the procedures outlined on pages 80 – 87, Developing a Code of Behaviour: Guidelines for Schools, NFWB, 2008.

### Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) expulsion (permanent exclusion from a school) and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02). Parents will be informed of their entitlement to appeal a decision of the Board of Management in relation 13 to suspension or expulsion by letter from the Chairperson of the Board / Principal. Parents will be given a copy of Circular 22/02 and related forms. (Section 12, Circular 22/02 – Processing of an appeal)

[http://www.newb.ie/downloads/pdf/guidelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf) 5.

## Keeping Records

In line with the school's policy on record keeping, and data protection legislation, records shall be kept in relation to pupils' behaviour. These records will be written in a factual and impartial manner and will be recorded on Aladdin, the school's admin system. It is the policy of the school that parents are informed of persistent minor misdeemeanours and major misdeemeanours 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.

A record of each child's behaviour will be conveyed to parents through their end of year school report and at the annual parent/teacher meetings. A copy of the end of year report is recorded on Aladdin. The principal will manage the updating, storing and access to these records.



### Procedures for notification of pupil absences from school

The Education Welfare Act, 2000, Section 23 (2) (e) states that the code of behaviour must specify "the procedures to be followed in relation to a child's absence from school". Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

Pupils attending Scoil Eoin Baiste are encouraged to be punctual. Good attendance is acknowledged through the presentation of a certificate applauding full attendance and through the end of year report.

The school complies with the requirements of the NEWB on reporting student absence.

### Reference to other policies

Other school policies that impinge on the Code of Behaviour:

- SPHE Plan
- Anti-bullying policy
- Child Safeguarding Statement
- Enrolment/Admissions Policy
- Critical Incident policy
- Health & Safety policy
- Attendance policy

### Success Criteria

Some practical indicators of the success of the policy:

Observation of positive behaviour in classrooms, playground and school environment.

- ✓ Practices and procedures listed in this policy are consistently implemented by school staff.
- ✓ Positive feedback from teachers, parents and pupils