



Scoil Chríost Rí

Code of Behaviour

December 2021

Title

Scoil Chríost Rí - Code of Behaviour

Background & Introductory Statement

The existing Code of Behaviour was originally drafted in 2002 following consultation and in-service training. The policy was ratified by the Board of Management in 2003 and was reviewed and revised at regular intervals over time.

Difficulties in the application of the steps were raised by staff at the beginning of the school year 2019/20 and management established a policy review group in Oct 2019. The review group met regularly and work on the grouping of misbehaviours and appropriate sanctions into a number of levels had begun between then and the closure of schools in Mar 2020 due to Covid 19.

A new policy review group was re-established and met frequently in Term 3 of 2020/21. A new draft Code of Behaviour has been prepared with whole staff input.

As part of the process management have consulted with behaviour consultant Mr Joe Lynch from MIC and formerly of the NBSS with a view to providing support to staff in the area of Behaviour for Learning and also helping with drafting our new Code of Behaviour.

Rationale

In Scoil Chríost Rí we wish to use our Code of discipline to

- Create a climate that encourages and reinforces good behaviour
- Create a positive and safe environment for teaching and learning
- Encourage students to take personal responsibility for their learning and their behaviour
- Help young people to mature into responsible participating citizens
- Build positive relationships of mutual respect and mutual support among students, staff and parents
- Insure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- Discipline in school is an essential element in the socialisation of children, in the formation of their characters and in the process of education. This requires the use of certain structures which will enable the children to appraise behaviour rationally in terms of what is right and wrong or appropriate and inappropriate

Relationship to Characteristic Spirit of the School

Through our interim Code of Behaviour, we hope to provide clarity regarding expectations, rules, rewards, consequences.

- Affirm that everyone's behaviour matters and impacts the smooth running of our school
- Focus on promoting good behaviour
- Balance the educational needs of a student whose behaviour is unacceptable with the educational needs of other students in the school.
- Recognising that relationships are crucial
- Focus on personal responsibility
- Ensure fairness and equity
- Promote equality
- Attend to the welfare of students
- Promote safety and freedom from threat for our school community
- This code of behaviour describes our school's expectations about how each member of the school community will help to make the school a positive place for teaching and learning. It describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school.

Aims

1. The development of self discipline in pupils based on consideration, respect, co-operation and tolerance
2. The efficient operation of the school and the structuring of in-class discipline so that there exists an orderly and stimulating learning environment
3. The involvement of all the partners in education in the setting up and monitoring of standards of behaviour
4. The development of the pupil's self-belief and self-respect
5. The development of a system of rewards and positive reinforcement of rules
6. The involvement of staff in decision making, thus ensuring consistent whole-school implementation of the policy

Roles and Responsibility

This policy will be supported, developed and implemented by all staff in Scoil Chríost Rí, in conjunction with the Board of Management

Timeframe for Implementation

The revised policy will be implemented from _____.

Timeframe for Review

The policy will be reviewed every term or as deemed necessary (in line with D.E.S. guidelines)

Responsibility for Review

The teaching staff will have responsibility for review of the policy. The Discipline Committee includes the Principal, the Deputy Principal, one member of the teaching staff from each of the following sections- Junior/Middle/Senior, one member of teaching staff from SET section of the school and an SNA.

Ratification and Communication

The policy will be presented to the teaching staff at the next teacher's staff meeting. The Parents Association will be given a copy at draft stage and invited to comment. The policy will then be presented to the Board of Management for ratification. The policy will be shared with parents and students of the school.

Scoil Chríost Rí Mission Statement

"We see Scoil Chríost Rí as a caring, safe and happy environment. It is a centre of learning where we strive through education to develop the whole person. Our school will consistently promote awareness of the roles, rights and responsibilities of all."

Success Criteria

Regular staff feedback will judge the success of the policy reports.

We expect all our pupils to

- 1. Arrive on time and our Parents & Guardians to explain absences.**
- 2. Wear the school uniform and have everything needed for school.**
- 3. Show respect for the person in charge by following staff direction.**
- 4. Be kind and mannerly to everyone.**
- 5. Walk quietly keeping hands, feet and objects to themselves. In the school building children walk on the right hand side.**
- 6. Eat and drink only at the proper time and place. Chewing gum is not allowed.**
- 7. Look after school property and put litter in the correct bin.**
- 8. Protect themselves and others and to prevent bullying by telling the teacher / SNA or their parents and to be gentle when playing with others.**
- 9. Stay in their designated areas at all times.**
- 10. To respond to the school bell by walking into line and waiting quietly for the teacher / SNA.**
- 11. Not wear artificial nails (gel, acrylic, shellac etc.), nail varnish, large earrings, facial jewellery, fake tan, false eyebrows or false eyelashes as they pose a risk to the health and safety of others.**
- 12. Pupils not to bring mobile phones to the school. [See mobile phone policy]**

Classroom Rules

(a) Senior Classes. (3rd-6th)

1. Stay in your place unless otherwise told.
2. Put up your hand if you want permission to speak.
3. Remain on task and complete work to the best of your ability.
4. Stop, look and listen when the teacher speaks.
5. Be respectful to the person in charge

(b) Junior Classes (Jun Inf-2nd)

The Incredible Years Classroom rules will be implemented in the Junior Section.

1. Keep your body to yourself
2. Use your indoor voice
3. Use a quiet hand
4. Four on the floor
5. Give me five
6. Be friends

Playground Rules

- Stay in your designated play area and do not leave the play area without permission
- If you need to go to the bathroom, ask a teacher
- Play safely on the yard keeping your hands, feet and objects to yourself
- No rough play
- When the bell rings, stop, walk to your line and wait quietly for your class teacher

Rules for Corridors

- Each class must use the designated door to enter and leave the school.
- Walk on corridors and stairs and move quietly through all areas of the school.
- Walk in single file
- Stand back for all adults.

Behaviour during School Outings/Activities

Each pupil is expected to

- follow his/her teacher's directions at all times
- stay with the teacher/supervisors and group of pupils at all times
- behave politely towards those they meet on such trips
- keep the rules of general good behaviour

Reward Systems

All class teachers will use their own positive behaviour management system within their class. At the class teacher's discretion, positive behaviour might be recorded on group or individual charts on a daily, weekly or monthly basis. Rewards to include praise, positive postcards, stickers, speaking to parents, homework passes, cost neutral trips, class rewards such as pupil of the week and golden time to promote positive behaviour among pupils.

Assembly will take place monthly. Junior Assembly for Junior and Senior Infants. Senior assembly for children in 3rd to 6th classes. School rules will be reinforced and positive behaviour will be acknowledged at these assemblies. In addition, good behaviour and areas for improvement will be acknowledged by all staff with all classes and also when the Principal visits classrooms.

Promoting Positive Behaviour

Scoil Chríost Rí staff seek 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.

Children who have made good efforts to improve their behaviour will also be acknowledged.

A reward scheme for promoting positive behaviour will be used.

Such rewards will include

- Positive postcards sent to parent(s)/guardian(s)
- Letters to parent(s)/guardian(s) or notes in Homework Diary
- Special privileges
- Principal Awards at Assembly
- Reward certificates
- Special prizes
- Principal's Friday visit to highlight and praise positive behaviour

Behaviour for Learning

In Scoil Chríost Rí we place great emphasis on supporting the child in developing effective skills and appropriate behaviour for learning. Clear, consistent boundaries are established in the school environment. The school rules and our expectations, rewards and consequences for our students are discreetly taught in an age appropriate way in all classrooms. We realise that children thrive in a learning environment that is safe, predictable and supportive. We appreciate that students come from a variety of backgrounds and experiences and that some students will need more scaffolding with regard to behaviour than others. In these cases, teachers (and SNA's where appropriate) work cooperatively with students and parents to enable children to succeed with regard to targets set for the child's behaviour and follow the Continuum of Support as required.

The staff in Scoil Chríost Rí endeavour to

- create an ethos and conditions that support positive behaviours for learning and for successful relationships
- provide an emotionally secure and safe environment that minimises any form of bullying or violence
- support all pupils and, where appropriate, their parents or carers
- provide specific help for those children most at risk (or already showing signs) of behavioural, emotional and social problems
- include social and emotional wellbeing in policies

- support teachers and practitioners in schools in utilizing opportunities to develop knowledge and skills in relation to children's social, emotional and psychological wellbeing

Continuous Professional Development

Continuous Professional Development in the area of managing classroom behaviour and support children as they regulate their own behaviour is recognised in Scoil Chríost Rí as vital to the effective functioning of our school. Staff members have completed training in Trauma Reactive to Trauma Responsive Practice with Aideen Flynn - Child & Adolescent Psychotherapist, NCSE Behaviour In-service with Sarah Mackey, Incredible Years Training and are currently working on behaviour management skills with Joe Lynch. Some staff members have also completed Nurture training and Restorative Practice training as well as CPD on classroom management.

Creative Classroom Management

Teachers in Scoil Chríost Rí realise that all behaviour is communication. We aim to respond to student's behaviours rather than react. We employ the principles and skills of creative classroom management to the best of our abilities.

Table 1

8 Principles of Creative Classroom Management (Vass and Hook)	Skills of Classroom Management
1. Plan for good behaviour 2. Separate the behaviour from the student 3. Use the 'Language of Choice' with students 4. Focus on the primary behaviour 5. Actively build trust and support 6. Model the behaviour that you want to see in your students 7. Follow up on the issues that count 8. Reconnect and repair the relationship	<ul style="list-style-type: none"> • Tactical ignoring • Proximity • Non-verbal cueing • Incidental Language (Descriptive Cueing) • 'Take up time' • Behavioural direction • Rule reminder • Distraction/ diversion • Direct questions – avoid using 'WHY' • Give choices • Partial agreement & refocusing • Consistent routine and expectations • Managing the physical layout of the classroom (seating, resources etc.) • Managing the social structure of the class (groupings etc.)

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| | <ul style="list-style-type: none"> Managing the psychological setting of the classroom |
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Challenging Behaviour

When dealing with students who we have identified as likely to be volatile, we ensure that we have a suitable plan of action to deal with situations of escalating behaviour. This is devised with input from staff working with the student, the post holders and/or Principal, parents/guardians, SNA and the student themselves as appropriate. We are aware of triggers and signs of agitation. We endeavour to support the child in self-regulation strategies. We are mindful of the impact of volatile behaviours on the well-being and safety of the students in the class, staff and the child themselves. We acknowledge the pressure the management of challenging behaviour places on school staff and as a staff we support each other fully in the management of this behaviour. We support staff in completing suitable CPD which may benefit their practice and support them as they manage challenging behaviours in the classroom. We share expertise, advice and strategies with our colleagues and with parents/ guardians as appropriate. We seek support from outside agencies as necessary. Children may also be referred to school based play therapy following consultation with parents/ guardians.

Code of Behaviour - Roles & Responsibilities

Board of Management

The Board must

- uphold the characteristic spirit of the school and be accountable to the Patron and in this respect consult with and keep the Patron informed of decisions and proposals
- publish its policies on Admissions, Participation, Suspension and Expulsion in a manner that has been agreed with the Patron (section 15(d), Education Act 1998).

Principal

It is the Principal's responsibility, under the direction of the Board, to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. The Principal will liaise with the Code of Behaviour policy group committee as needed. Following consultation with teachers the Principal will convene meetings with teachers and parents for Level 3 misbehaviours.

Deputy Principal

Following consultation with teachers, the Deputy Principal will convene meetings for Level 2 misbehaviours.

Teaching Staff

Teaching staff will be responsible for managing Level 1 misbehaviours and will consult the Deputy Principal or Principal in relation to misbehaviours at Levels 2 and 3.

Teaching staff are responsible for the management of behaviour within their class or SET room.

Teachers will

Discuss the Code of Behaviour 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 their chosen reward/sanction scheme in a fair and consistent manner.
- Keep a record of all incidents of continued, serious or gross misconduct. Record will indicate the advice and/or warnings given to pupils on the misbehaviour and, the consequences should it be repeated
- Inform pupils when instances of misbehaviour on their part are being recorded
- Report concerns of repeated instances of serious misbehaviour to the Deputy Principal.

SNAs

- SNAs will report any breach of school rules to the class teacher.
- SNAs will supervise the yard with the teachers on yard duty on a daily basis.
- When on yard duty the SNAs will report any incident of misbehaviour to the teacher on yard duty.
- The SNA will be consulted on any Behaviour Plan in relation to an assigned pupil.

Parents/Guardians

Parents/guardians play a crucial role in supporting their children's positive behaviour in school.

Parents/guardians are expected to assist the school by

- encouraging their children to follow school rules
- encouraging punctuality and regular attendance
- ensuring that homework is given due time and effort
- ensuring children wear the school uniform, have all necessary books and materials needed for school
- encouraging children to be mannerly, kind and respectful to all members of the school community

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment with their child's teacher to discuss their concerns. It is important that parents and school staff work cooperatively to support pupils so they can access the curriculum and enjoy a safe and happy learning environment in Scoil Chríost Rí.

Pupils

Pupils are expected to

- follow school rules and follow staff instructions at all times
- try hard to make sure teaching and learning can take place in the school
- take personal responsibility for their behaviour and for each other's wellbeing and the wellbeing of the teachers

- listen to school staff so they can learn to listen to others and negotiate with their peers

Policy Statement in relation to Bullying

In drafting our Code of Behaviour considerable emphasis was given to the creation of an environment that acknowledges, promotes and rewards positive behaviour on behalf of all members of our school community.

We are of the belief that the implementation of this policy creates a school ethos which encourages children to identify and disclose incidents of bullying behaviour to a member of staff and that it also raises awareness of bullying as an unacceptable form of behaviour.

(See Anti-Bullying Policy).

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour

Table 2

In order to establish a common understanding and consistent response the following table classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct and the severity of the behaviour.

The Code also specifies the disciplinary actions and supportive interventions that will be employed and who will be involved in the implementation of same.

Levels of Inappropriate Behaviours

Level 1 Behaviours–this list is not exhaustive

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and playground areas. These behaviours are dealt with by the class teacher, SET or supervising teacher.

Making fun of others Ignoring staff requests Disturbing the work or play of others Running in hallways or stairwell Arriving late for school Failing to complete homework Failing to wear school uniform Use of a profanity	Sanctions Classroom Behaviour management strategies Non-verbal sign Reminder of rules and verbal warning (IF THEN: IF the rule is not followed THEN a sanction will be applied) Alternative Seating arrangement in the classroom The child will miss out on the next 'sought after' reward e.g. 'Golden Time', Ipad Time, sticker at teacher's discretion The behaviour is recorded by teacher and the child will miss out on the next 'sought-after' activity e.g. 'Golden Time', Computer Time, Temporary separation from class or friends e.g. "Time Out" in designated space on playground or 'Time Out' in another pre-arranged buddy classroom Formally log behaviour on Aladdin (see Appendix 1). Speak to parent/guardian at home time or by phone call
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Supportive Interventions

- Behaviour management techniques such as proximity praise, catching the child being good, clear expectations communicated, acknowledgement of effort, eye contact with pupil, visual prompt etc.
- Incredible years
 - Fun Friends, Friends for Life and Youth Friends as part of SPHE in 1st, 3rd and 5th classes in Term 1 each year. We have chosen to utilise The Friends Programmes as a preventative initiative in order to build a strong foundation for mental health promotion and a resilience for life in our pupils.
- Targeted class/ individual reward system
- Classroom-based interventions, such as Circle Time
- Creative Classroom Management- principles and strategies please see Table 1
- Staff CPD
- Bank of behaviours, classroom management strategies and interventions which may be of use <https://www.pbisworld.com/>
- This Behaviour Resource Bank is a compilation of SESS Advice Sheets which present some of the many strategies that may assist schools to meet the needs of pupils who display challenging behaviour related to special educational needs <https://www.sess.ie/behaviour-resource-bank>
- Resources for Positive Behaviour Management & Behaviour for Learning Skills Development
https://www.nbss.ie/sites/default/files/publications/behaviour_management_resources_cu.pdf
- Class meetings, with the option of informal consultation as deemed necessary (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 Individual Behaviour Plan if required

Level 2 Behaviours- this list is not exhaustive

These behaviours are considered more serious than Level 1 violations. They have a greater impact on the learning environment. They endanger the health and safety of the student themselves, their peers and staff and threaten the orderly running of the school.

The Deputy Principal will be consulted re behaviours below. The DP will convene a meeting with parents the class teacher/ SET or supervising teacher.

<ul style="list-style-type: none"> • Repeated or serious instances of Level 1 behaviours • Fighting, pushing, hitting • Intentional damage of school property or property of others • Open defiance • Aggressive/threatening behaviour towards members of school community • Throwing objects deliberately at other people • Derogatory comments (race, gender, ethnicity, physical appearance, disability) • Stealing • Disrespectful behaviour towards staff • Use of foul or offensive language towards staff or peers • Smoking • Bullying • Leaving classroom without permission 	Sanctions <ul style="list-style-type: none"> • Communication with parents- formal note home. (text or phone call to alert parents) • ABC form • Discipline Post-holder meets class teacher and parent and subsequently with pupil, class teacher and parent. • Child is put on 'Behaviour Report' See Appendix 3 which is to be signed daily by post holder, teacher, parent. • In-school supervised detention (yard or golden time etc.) and complete behaviour reflection sheet where applicable • Loss of Privileges, e.g. School Outings, Participation in School Teams
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Supportive Interventions

- Meeting to decide suitable course of action to support the child and to support the classroom teacher/SET and other students in the class going forward. Class teacher, SNA, SET, and Dep Principal may be involved in this meeting.
- Implementation of Behaviour Management Plan
- Bank of behaviours, behaviour management strategies and interventions which may be of use <https://www.pbisworld.com/>
- Referral for play therapy
- Appropriate Staff CPD
- Prepare a plan of action for use during times of escalation of challenging behaviour
- Request assistance from external agencies 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 as required.

Level 3- This list is not exhaustive

These behaviours are considered the most serious violations. They are more serious than Level 2 behaviours and they endanger the health and safety of the student themselves, their peers and staff in a much more serious manner. They represent a direct threat to the orderly running of the school. The Principal following consultation with the teacher will convene a meeting with parents the class teacher/ SET or supervising teacher.

<ul style="list-style-type: none"> • Repeated or serious instances 	Sanctions
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<ul style="list-style-type: none"> of Level 2 behaviours Physical attack/ assault: Violent fighting causing intentional harm to others Intentional possession or use of weapons Possession and/or distribution of illegal substances Sexual assault and sexualised behaviour Repeated discriminatory behaviour towards others in relation to race, gender, religion, appearance, disability Leaving School without permission Repeated abusive language towards members of the school community Intimidation or harassment of members of staff or students Behaviour that may place the student involved, other students or staff at risk Coercing other pupils to fight or engage in very serious misbehaviour 	<ul style="list-style-type: none"> Child is removed from situation to the Principal's office Call from Principal to inform parents of behaviour Schedule Meeting between parents, class teacher/ SET and principal. (pupil may be asked to join the meeting as required.) Following the meeting written notification will be given to parents detailing length of suspension, reasons for suspension, return date, arrangements for returning to school and commitments to be entered into by students and the parents. <p>Suspension</p> <ul style="list-style-type: none"> Suspension from 1 to 3 days as decided by principal Suspension of up to 5 days as decided by the principal with approval from the Board of Management Suspension for up to 10 days with approval from the B.O.M. <p>Return following Suspension</p> <ul style="list-style-type: none"> Following suspension, a meeting will be scheduled before return to classroom between principal/ Post holder, parents, student, class teacher/ SET as appropriate. Behaviour contract to be completed with the child. Records kept of behaviour (ABC form) meetings, information about suspension and report sent to B.O.M. by Principal Child to be reintegrated into class with check ins from class-teacher/SET regarding behaviour contract during the day.
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Detention

Repeated or serious instances of Level 1 behaviours and Level 2 Behaviours will result in detention for the student. Detention will take place in the foyer area beside the Principal's office at break time. A rota for supervision of detention will be drawn up in conjunction with yard supervision rota. There will be a senior classes and junior classes detention. During detention students will complete a reflective activity suitable to their ability level.

During Covid times class teachers will run detention in their own classroom to avoid mixing class bubbles.

Procedures for 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"

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Types of suspension

- Automatic' suspension**, the Board of Management has formally delegated to the Principal the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy.

- **Immediate suspension** In exceptional circumstances, the Principal may consider an **immediate suspension** to be necessary where the continued presence of the student in the school at the time would **represent a serious threat to the safety of students or staff of the school, or any other person**. Fair procedures will apply.

Procedures in respect of automatic suspension

Schools are required by law to follow fair procedures when proposing to suspend a student.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond.
- Parents may be informed by phone and in writing.
- A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts.
- If a student and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour.
- The school will record requests made to parents to attend meetings with the school and parental responses.

Procedures in relation to immediate suspension

- Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension.
- The formal investigation should immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension.
- No suspension, including an immediate suspension, should be open-ended.
- In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected.
- The school must have regard to its duty of care for the student.
- In no circumstances should a student be sent home from school without first notifying parents.

Period of suspension

- A student should not be suspended for more than **three days**, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective
- If a suspension **longer than three days** is being proposed by the Principal, the matter should be **referred to the Board of Management** for consideration and approval, giving the circumstances and the expected outcomes.
- However, **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 of Management should normally **place a ceiling of ten days** on any one period of suspension imposed by it.

- The **Board** should formally **review** any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to **twenty days or more**. Any such suspension is subject to appeal under section 29 of the Education Act 1998 (see 11.7 Appeals).

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Implementing the suspension

Written notification

The Principal should notify the parents and the student in writing of the decision to suspend.

The letter should confirm:

- the period 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 (behaviour contract see appendix 4) to be entered into by the student and the parents
- the provision for an appeal to the Board of Management
- Principal or Post holder delegated by the Principal meets with the parents to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- The right to appeal to the Secretary General of the Dept. of Education and Skills (Education Act 1998, Section 29).

Student reintegration following suspension

The school will arrange for a member of staff to provide support to the student during the re-integration process.

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

Records and reports

Records of investigation

Formal written records should be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

Report to the Board

The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Expulsion

Factors to consider before proposing to expel a student

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

Procedures in Respect of Expulsion

- A detailed investigation carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principals recommendation, and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Education Welfare Officer.
- Confirmation of the decision to expel.

In line with fair procedures, the Principal should

- Inform the student, and the parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents/guardians and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
- Inform the parents and the student that the B.O.M. is being asked to consider expulsion.
- Ensure that parents/guardians have records of the allegations against the student; the investigation and written notice of the grounds on which the B.O.M. is being asked to consider expulsion.
- Provide the B.O.M. with the same comprehensive records as given to the parents/guardians.
- Notify the parents/guardians of the date of the hearing by the B.O.M. and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parents have enough notice to allow them to prepare for the hearing.
- Where a Board of Management decided to consider expelling a student, it must hold a hearing. At the hearing, the Principal and the parents put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly.
- After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.
- Where a B.O.M., having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Education Welfare Officer in writing of this opinion and the reasons for this opinion. (Education (Welfare) Act 2000 s 24(1)).
- The Board should inform the parents in writing about its conclusions.

Appendix 1

SCR Behaviour Incident Log

Pupil Name _____

Date	Antecedent	Incident	Sanction	Parent Informed Y/N	Other

Appendix 2

Sample Letter to Parents/ Guardian

Dear Parents,

I wish to inform you that your son / daughter _____ has reached Level ____ on our school
“Code of Discipline”. This means that I have spoken to him / her about

I would ask you to discuss this incident with him/her.

Your child is now on school report and I have explained what this is to him/her.

Yours Sincerely,

Class Teacher

Appendix 4

Individual Behaviour Plan Information

An Individual Behavioural Plan may be put in place for a pupil if he/she is not willing /incapable to engage with the classroom rules/consequences.

1. Identify negative behaviours- define clearly -choose one or two to target.
Record frequency and intensity, situations, times and triggers.
1. Functional assessment- why is this misbehaviour occurring? Use checklist.
2. Target positive reinforcement behaviours- For each negative behaviour you need to identify a positive behaviour to replace it with - positive behaviour must be achievable.
3. Identify specific re-enforcers that will motivate the child - if you know why they are misbehaving you might be able to identify an incentive not to do this particular type of misbehaviour again. Brainstorm with team and involve parents in choosing positive incentives.
4. Specify consequences for negative behaviour - must be consistent, uniformly applied, applied promptly, convenient to enforce, relate to the misbehaviour, a choice that the child has made, non-punitive and reasonable.
5. Implementation plan - who will arrange incentives, record data, teach social skills, set up self-monitoring plans etc?
6. Set a date for re-evaluation.
7. Keep records - type of misbehaviour, frequency, consequences used and effects. Analyse data and revise plan accordingly. May be necessary to reduce the number of misbehaviours targeted.

Appendix 4


Individual Behaviour Plan Information

An Individual Behavioural Plan may be put in place for a pupil if he/she is not willing /incapable to engage with the classroom rules/consequences.

1. Identify negative behaviours- define clearly -choose one or two to target.
Record frequency and intensity, situations, times and triggers.
1. Functional assessment- why is this misbehaviour occurring? Use checklist.
2. Target positive reinforcement behaviours- For each negative behaviour you need to identify a positive behaviour to replace it with - positive behaviour must be achievable.
3. Identify specific re-enforcers that will motivate the child - if you know why they are misbehaving you might be able to identify an incentive not to do this particular type of misbehaviour again. Brainstorm with team and involve parents in choosing positive incentives.
4. Specify consequences for negative behaviour - must be consistent, uniformly applied, applied promptly, convenient to enforce, relate to the misbehaviour, a choice that the child has made, non-punitive and reasonable.
5. Implementation plan - who will arrange incentives, record data, teach social skills, set up self-monitoring plans etc?
6. Set a date for re-evaluation.
7. Keep records - type of misbehaviour, frequency, consequences used and effects. Analyse data and revise plan accordingly. May be necessary to reduce the number of misbehaviours targeted.

This revised Code of Behaviour was revised by a working group from staff coordinated by Ailish Collins and supported by Mr Joe Lynch. Consultation with staff, our Parents Association and Board helped shape this final document.

It has been ratified at a meeting of the Board of Management on Dec 16th 2021.


Jim Cooney
Chairperson

16/12/21
Date