



Scoil Chríost Rí

Code of Positive Behaviour

Revised February 2023

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1. Background & Introductory Statement

Our Code of Behaviour has been drafted in line with Section 23 of the Education (Welfare) Act 2000 and has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

Previous Codes of Positive Behaviour were originally drafted from 2002 onwards 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.

Following consultation with parents, staff, and management a policy review group was established to meet the changing needs of the school and current educational thinking and commenced drafting a new school policy in Term 1 2019/2020.

Management 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 Positive Behaviour.

2. Rationale and Relationship to Characteristic Spirit of the School

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

- Create a climate that encourages and reinforces positive 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 Positive Behaviour, we hope to provide clarity regarding expectations, rules, rewards, and consequences.

- Affirm that everyone's behaviour matters and impacts the smooth running of our school
- Focus on promoting positive behaviour
- Balance the educational needs of a student whose behaviour does not meet expectations with the educational needs of all 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 Positive Behaviour describes our school's expectations about how each member of the school community will help to make the school a positive place where teaching and learning can flourish. It describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school.

3. 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

4. Roles and Responsibilities and Timeframe for Implementation & Review

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

Timeframe for Implementation

The revised policy will be implemented from February 2023.

Timeframe for Review

The policy will be reviewed in Feb 2024 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 including 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 designated times and locations. Chewing gum is not permitted.
7. Look after school property and place litter in the correct bin.
8. Protect themselves and others and to prevent bullying by reporting to the teacher / SNA or their parents and to be gentle when playing with others.
9. Remain 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. Not to 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

- Remain 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.

8 Principles of Creative Classroom Management (Vass and Hook)	Skills of Classroom Management
<ol style="list-style-type: none"> 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.) • Managing the psychological setting of the classroom

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.

Responsibilities of Board of Management

- 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.
- Provide a comfortable and safe environment for all.
- Support the Principal and staff in implementing the Code.
- Publish the Code of Behaviour

Responsibilities of Principal

- Promote a positive climate in the school.
- Ensure that the Code of Positive Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required.
- Provide support for all school staff in all aspects of the Code of Behaviour.
- Convene meetings for Level 3 behaviours with staff, parents and students.

Responsibilities of Deputy Principal

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

Responsibilities of Teaching Staff

- Support and implement the school Code of Positive Behaviour.
- Create a safe working environment for all students and affirm good work.
- Be courteous, consistent and fair.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour using agreed recording methods.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- 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.

Teachers will

Discuss the Code of Positive Behaviour with their class in an age appropriate manner at the beginning of the school year and

- 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.

Responsibilities of SNAs

- SNAs will report any breach of school rules to the class teacher.

- SNAs will supervise the play areas with the teachers on the supervision roster on a daily basis and report any incident of misbehaviour.
- The SNA will be consulted on any Behaviour Plan in relation to an assigned pupil.

Responsibilities of 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.

Responsibilities of Students

Students 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 own behaviour and for each other's wellbeing and the wellbeing of the staff
- 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 Positive 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 Positive 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 Positive Behaviour

5. Behaviour Levels, Supportive Interventions & Appropriate Sanctions

In order to establish a common understanding and consistent response the following table (*table 2.*) 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.

Table 2.

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.

<p>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</p>	<p>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</p>
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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 	<p>Sanctions</p> <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 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 	<p>Sanctions</p> <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 instances of Level 1 behaviours and/or any Level 2 Behaviours may result in a student being detained. Parents will be notified in advance. Detention may take place in the library area.

6. PROCEDURES FOR SUSPENSION & EXPULSION

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 School Name 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.

The 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 Scoil Chríost Rí, 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 student 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 Scoil Chríost Rí acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is 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.

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 Scoil Chríost Rí 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);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. 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.

The Board of Management of Scoil Chríost Rí acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given

- ii. 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.
- iii. 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 Principal 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.

The Principal will arrange a meeting with parents/guardians and students following suspension to plan for a return to school.

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 Skills under Section 29 or the Education Act 1998 and will be provided 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 Expel

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)

- iii. 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.

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 & 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 Skills 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 Scoil Chríost Rí 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.

7. NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher
- The absence should be notified in writing by letter / using the school journal
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences cause by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

8. Record Keeping

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

- Incidents of misbehaviour,

- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Students will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

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

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

Ratified by the Board of Management of Scoil Chríost Rí. Review date Feb 2024.

Chairperson

Date

Appendix 1

SCR Behaviour Incident Log

Student Name _____

Date	Antecedent	Incident	Sanction	Parent Informed Y/N	Other

Appendix 2

Sample Letter to Parents/ Guardian

Dear Parents/Guardians,

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 3

Sample Letter

Dear Parents,

I wish to confirm that your son / daughter _____ has reached Level 2 on our school "Code of Discipline". This means that following your recent meeting with the class teacher there has been no improvement.

This means that you are now being asked to call to the school to sign a behaviour contract and set in place a daily behaviour plan.

Please make an appointment to meet with the class teacher and myself as soon as possible.

Yours Sincerely,

Principal

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.
2. Functional assessment- why is this misbehaviour occurring? Use checklist.
3. Target positive reinforcement behaviours- For each negative behaviour you need to identify a positive behaviour to replace it with - positive behaviour must be achievable.
4. 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.
5. 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.
6. Implementation plan - who will arrange incentives, record data, teach social skills, set up self-monitoring plans etc?
7. Set a date for re-evaluation.
8. 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 5 Sample: Individual Behaviour Plan

Step 1: <u>Negative classroom behaviours</u>	Why?	Step 2:	Step 3: Desired Behaviours	Step 4: <u>Select pro-active strategies</u>	Step 5: <u>Praise and Encouragement</u>	Step 6: <u>Specific reinforcers to use</u>	Step 7 <u>Consequences</u>
<p>Poking, touching, Speaks without raising hand, Talks while directions are given, Off-task, daydreaming.</p> <p>Behaviour Plan for: _____</p>	<p>Child impulsive, inattentive temperament, misbehaviour gets attention from peers.</p>		<p>Keep hands to own body</p> <p>Raise a quiet hand,</p> <p>Listen quietly when directions are given,</p> <p>Pay attention and concentrate.</p>	<p>Seat close to teacher, give opportunities to move by helping teacher,</p> <p>Get eye contact before giving directions,</p> <p>Use positive redirects, ignore blurting and wiggling.</p>	<p>You're doing a great job of keeping your hands to yourself. I like the way you raise a quiet hand.</p> <p>You're doing just what your teacher asked you to do.</p> <p>You've got your thinking cap on.</p>	<p>Responds well to praise</p> <p>Does not like to be hugged</p> <p>Tickets for quiet hands</p> <p>20 tickets = choose book for story hour</p> <p>Help teacher with Junior Infants during P. E.</p> <p>Help distribute handouts.</p>	<p>Positive redirect</p> <p>Ignore</p> <p>Nonverbal cue</p>
Step 1: <u>Negative classroom behaviours</u>	Why?	Step 2:	Step 3: Desired Behaviours	Step 4: <u>Select pro-active strategies</u>	Step 5: Praise and Encouragement	Step 6: <u>Specific reinforcers to use</u>	Step 7 <u>Consequences</u>

