

Code of Behaviour

Kilbonane National School

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Introductory Statement

Our Code of Behaviour is a set of practices, procedures, expectations, rules and programmes that together form Kilbonane National Schools' plan for helping students in the school to both behave and learn well.

This policy was formulated by the staff and Board of Management of Kilbonane National School.

Rationale

It is a requirement under The Education Welfare Act, 2000, Section 23, that the Board of Management prepares and makes available a Code of Behaviour for the students registered in the school.

Section 23(2) states that the Code of Behaviour shall specify:

- The standards of behaviour that shall be observed by each student attending the school.
- The measures that shall be taken when a student fails or refuses to observe those standards.
- The procedures to be followed before a student may be suspended or expelled from the school.
- The grounds for removing a suspension imposed in relation to a student.
- The procedures to be followed in relation to a child's absence from school.

Relationship to characteristic Spirit of the School

This Code of Behaviour is in accordance with the School's Ethos and Vision.

The Ethos of Kilbonane National School aims to maintain a happy atmosphere built on good spirit on the part of pupils, staff, parents and the Board of Management. We seek to create, develop, foster and maintain an environment that is Safe, Happy, Welcoming and Inclusive.

Within this environment, we desire a sense of good order, effective teaching, and an agreed approach to discipline. Our Code of Behaviour is based on the principles of Respect, Fairness, Courtesy, Tolerance and Compassion.

We will use this policy as an aid to meeting the various needs of each pupil – intellectual, social, emotional, physical and spiritual. The overall success of our Code of Behaviour will depend on the co-operation, attitude and support of home and school.

The Aims of Our Code of Behaviour

The school hopes to achieve the following by introducing this policy:

- To ensure the safe, effective and efficient operation of the school.
- To ensure that Kilbonane National School functions in an orderly way, where children can make progress in all aspects of their development.
- To ensure the safety and well-being of all members of the school community throughout each school day.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- To develop respect for school property, school buildings and the entire school environment.

The Objectives of Our Code of Behaviour

To help our pupils to develop positive mental attitudes, whereby each child:

- Feels secure in his/her environment.
- Learns to distinguish between right and wrong.
- Respects all others, both younger and older.
- Accepts differences/individuality of others.
- Learns to work, play and share with others.
- Develops his/her self-esteem and is happy at school.

Policy Content

The policy is addressed under the following headings.

- 1. Guidelines for behaviour in the school**
- 2. Whole school approach to promoting positive behaviour**

Roles and responsibilities:

- 2.1 Pupils
 - 2.2 Staff
 - 2.3 Parent(s) / Guardian(s)
- 3. Positive strategies for managing behaviour**
 - 3.1 In the classroom
 - 3.2 In the yard
 - 3.3 On the Pitch/Grass
 - 3.4 Throughout the school
 - 3.5 On school related activities
 - 4. General School Rules/ Expectations**
 - 4.1 General School Rules
 - 4.2 Pupil Rules
 - 4.3 Our Golden Rules
 - 4.4 Classroom and Internal Rules/ Expectations
 - 4.5 Wet Day Rules/ Expectations: Break and Lunch Time
 - 4.6 Yard Safety Rules/ Expectations
 - 4.7 Pitch Safety Rules and Expectations
 - 4.8 Out of School Activities
 - 4.9 School Environment

5. Rewards

5.1 Rewards and acknowledgement of good behaviour

6. Sanctions

6.1 Minor Misdemeanours

6.2 Serious Misdemeanours

6.3 Gross Misdemeanours

6.4 Ladder of Intervention

7. Suspension and Expulsion

7.1 Suspension

7.2 Expulsion

7.3 Appeals

8. Record Keeping

9. Procedure for notification of a pupil's absence from school

10. Reference to other policies

1. Guidelines for Behaviour in the School

It is our belief in Kilbonane National School that pupils will benefit from their education and be happy in a well-structured, caring environment where high standards of behaviour are expected and adhered to. These high standards will create a positive environment, conducive to teaching and learning.

In Kilbonane National School, we ask and expect that each pupil:

- Is well behaved and shows consideration for other children and adults.
- Shows respect for his/her own belongings, the property of others and for the property of the school.
- Shows kindness and a willingness to help others.
- Shows courtesy and good manners.
- Shows fairness in work and play with others.
- Shows a readiness to resolve conflicts and to forgive and forget.
- Attend school on a regular basis and to be punctual.
- Tries his/her best to do her school work and homework.

These high standards demand commitment. In Kilbonane National School we expect that our pupils commit to:

- Attending school regularly.
- Doing one's best.
- Taking responsibility for one's work.
- Keeping the rules.
- Respecting other pupils and staff members.
- Participating in school activities.
- Helping to make Kilbonane National School a safe place for all.

In Kilbonane NS, we do not tolerate Unacceptable Behaviour, including,

- Behaviour that is hurtful – bullying, harassment, discrimination, victimisation.
- Behaviour that interferes with or prevents teaching and learning.
- Behaviour that physically hurts another person.
- Behaviour that threatens another person.

- Behaviour that physically damages the property of another.
- Behaviour that physically damages school property.
- Verbal abuse of another person, including derogatory name calling.
- Theft.
- Graffiti

2. A Whole-school Approach to Promoting Positive Behaviour

In Kilbonane National School we believe that our pupils' behaviour is influenced by our school's climate, ethos, values, policies, practices and relationships. We believe that staff, management, pupils and parents, should work as a team in order to create a positive, safe, happy school atmosphere and environment that supports and promotes good behaviour.

In Kilbonane National School we believe that classroom management and teaching methods have a strong influence on pupil behaviour. Each classroom environment gives pupils clear, consistent messages about each teacher's expectations and creates consistent boundaries. It is our belief that the skilful management of the routine interactions with pupils by the teacher is the most critical factor in preventing problems.

In Kilbonane National School we believe that our part-time teachers, substitute teachers, SNA's, secretaries, caretaker, cleaners and coaches also have a role to play in the management of pupil behaviour. All adults in charge of pupils will be treated with the same respect as the class teacher. All teachers will be treated with the same respect by all pupils.

In conclusion, the staff of Kilbonane National School believe that parents and pupils also have a vital contribution to make towards the maintenance of good order and behaviour throughout the everyday routines of school life.

Together, the school community of Kilbonane National School identifies the following vital aspects of school life which impact on pupil behaviour:

- Relationships among teachers and pupils
- Pupils' sense of belonging to the school
- School and classroom environment
- Relevance of curriculum to pupils' lives
- Ability grouping and timetabling
- Break-time supervision
- Emphasis on extra-curricular and co-curricular activities
- Emphasis on rewards rather than sanctions
- Parental involvement
- Meeting the needs of Special Educational pupils
- Valuing difference and diversity and preventing discrimination
- Children are aware that they are responsible for their own actions (their actions can hurt or help others)

Roles and Responsibilities

Central to the Code of Behaviour is a set of expectations in relation to behaviour: the standards of behaviour that are expected from all members of the school community and the standards of behaviour that members of the school community can expect to find in the school. There is giving and

receiving. Both sets of standards are outlined explicitly below. No single item stands alone; they are interrelated and interdependent.

2.1 Pupils

Pupils can expect to:

- be treated fairly, consistently and with respect
- learn in a relatively calm environment
- be safe from bullying and abuse
- have their individual differences recognised and catered for in so far as is reasonable
- be listened to, and to question, at appropriate times
- have positive behaviour affirmed
- have misbehaviour dealt with appropriately

Pupils are expected to:

- adhere to the requirements of this Code of Behaviour
- attend school regularly and punctually
- behave in a responsible manner both to others and to themselves
- treat others as they would like to be treated themselves
- wear the full school uniform
- work quietly and safely to the best of their ability at all times
- listen to their teachers and act on their instructions
- listen to other pupils and await their turn to speak
- respect the right of other pupils to learn
- show respect for all members of the school community
- have respect for their own belongings and have same clearly labelled
- respect school property and the property of others
- keep the school clean and tidy
- have the correct books and materials in school
- follow class rules and routines
- move quietly around the school
- line up in an orderly manner before and after break
- stay on the school premises and within designated areas during school times
- do their homework to the best of their ability
- include other children in their games and activities

2.2 Staff

Staff can expect to:

- be treated with respect
- teach in a well maintained physical environment relatively free from disruption
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives
- be listened to and participate in decision making which affects their own work and that of the school in general
- work in an atmosphere that encourages professional development
- have appropriate support services to cater for the psychological, emotional and physical needs of their pupils
- get support and professional advice from the Board of Management, Department of Education & Skills, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services
- have grievances dealt with according to agreed procedures

Staff are expected to:

- actively support and implement our Code of Behaviour, on a day-to-day basis through their interactions with pupils and other staff members
- 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
- be cognisant of their duty of care
- ensure there is an appropriate level of supervision at all times
- create a safe, welcoming atmosphere for their pupils
- develop and nurture a sense of self-esteem in each pupil
- praise desirable behaviour
- facilitate pupils to reach their full academic potential
- recognise and provide for individual differences as far as is reasonable
- be courteous, consistent and fair; implementing any reward/sanction scheme in a fair and consistent manner
- keep opportunities for disruption to a minimum
- keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition
- inform pupils when instances of misbehaviour on their part are being recorded
- report repeated instances of serious misbehaviour to the Principal

2.3 Parent(s) and Guardian(s)

Parents can expect to:

- be treated with respect
- have a safe and welcoming environment for their child(ren)
- obtain recognition for individual differences among pupils having due regard for the resources that are available
- have fair and consistent procedures applied to the school's dealings with pupils
- have incidents of misbehaviour involving or affecting their child dealt with and followed up
- receive progress reports in accordance with agreed school policy
- receive information on school's policies and procedures
- appeal in accordance with agreed procedures

Parents are expected to:

- ensure their child attends school regularly and on time and that she is collected from school on time
- “sign up” to this Code of Behaviour and encourage their child to follow the school’s Code of Behaviour
- support this Code of Behaviour in all their interactions with teachers, staff and the Principal, especially with regard to matters relating to pupil behaviour
- ensure their child wears the school uniform
- ensure their child has the correct books and materials
- have their child’s belongings labelled
- read written communication received from the school and respond appropriately
- report to the office if calling to the school during the day for any reason
- make an appointment beforehand if they need to see a teacher
- help their children to learn and practise good behaviour and to have a positive attitude towards themselves, other people and towards the school
- co-operate with teachers in instances where their child’s behaviour is causing difficulty for others
- communicate to the school problems which may affect their child’s behaviour
- attend meetings at the school if requested
- help their children with their homework and ensure it is completed

3. Positive strategies for managing behaviour

3.1 In the Classroom

- Ground rules – few in number, clear, negotiated with pupils, positively phrased i.e. “We will.....” or “We will try....”
- Emphasis on praise for good/positive behaviour.
- Good news shared with other classes, teachers, principal.
- Principal praises good/positive behaviour at assembly and in the classroom.
- Good classroom management techniques through foresight and planning which ensure a variety of activities, rewards and methodologies to sustain pupil motivation and interest.

3.2 In the Yard

- Emphasis on Safety and care at all times.
- Emphasis on what activities are allowed and not allowed.
- Emphasis on the areas for senior and junior classes.
- Emphasis on regulations for leaving playground.
- Emphasis on routines at the beginning of break/end of break – lining up, “Freeze and Walk”
- Reminders of teachers and SNA’s on duty – “tell teacher”.
- Frequent praise for remembering and following the rules.

3.2 On the Pitch/Grass.

- Emphasis on Safety, at all times.
- What games are allowed, what gear to be worn.
- Expectations re. fair play, team rules etc.
- Emphasis on out of bounds areas e.g. on/ over the ditch
- Praise for fair play, consideration of others etc.

3.3 Throughout the School

- Praise for always walking in the corridors.
- Reminders re. opening and closing of doors for adults, standing back to allow adults to pass.
- Praise for walking to and from other classrooms, the office, the yard, etc.

3.4 On School Related activities

- Emphasis on Safety, at all times.
- Praise for good manners, etiquette, respect for teachers, S.N.As, other pupils.
- Praise for respect for bus drivers, the buses and the property of others.
- Praise for respecting the rules of the places we visit.

4 School Rules

4.1 General School Rules

School rules are devised with regard to the health, safety and welfare of all members of the school community. It is imperative that adults "practise what they preach" in their interaction with children every day.

The School Rules listed below provide clear guidelines for all members of the school community:

1. The school day begins at 9am and ends at 2.40pm. Parents of Junior and Senior Infants are requested to have their children collected at 1.40pm sharp.
2. We encourage pupils to wear their full school uniform which includes a tie. Our school uniform consists of navy jumper/cardigan, navy pinafore/skirt and blue shirt. Our school tracksuit with crest can be worn for P.E., Football Coaching, Swimming etc.
3. The school authorities do not accept responsibility for children who arrive at the school before 9.00am or who remain on in the school grounds after 2.40pm (1.40pm for Infants), as outside of these times, no supervision will be provided.
4. Breaks are as follows: Morning Break: 11am-11.10am
Lunch Break: 12.45pm-1.15pm
5. Children may not leave the school grounds at any time or for any reason without prior written permission from a parent or guardian and then, only when accompanied by same.
6. All parents and visitors must enter through the main entrance only. On arrival, please call to Secretary's Office.
7. Please ring to make an appointment when wishing to meet with Class Teacher and/or Principal.

4.2 Pupil Rules

1. Pupils are expected to treat all staff members, themselves and each other with due respect and courtesy. Pupils are taught to politely greet school visitors, stand back for an adult, to welcome visitors and to show respect for their others.
2. Children must learn to accept the authority of all teachers, staff members and adults in charge, in the school, on tours, on "trails", on swimming trips, during after school activities, during match trips and on other school related trips/activities.
3. "Treats" – e.g. bars, sweets, etc are allowed for lunches on Fridays, only. Treats should not be brought to school on any other day. We encourage children to bring healthy lunches. Please refer to our Healthy Eating Policy for more details.
4. Children may never leave the school or school grounds without permission.
5. Children are not allowed mobile phones within the school grounds. If a child is found with a mobile phone it will be confiscated. In exceptional circumstances arrangements may be made

between the principal and parents of the child to hold a mobile phone for a child in the office for use after school hours.

6. Children must bring in an "Absent Note" (from Homework Diary) signed by parent/guardian, to class teacher, when they have been absent on previous day(s). Alternatively, a parent may email or use Aladdin to submit an absence note and absence reason.
7. Children must not write on, mark or damage tables, walls, toilets, floors, carpets etc.
8. Running within the school is forbidden. In the interest of safety pupils must walk within the school building and quietness is expected while children are getting ready to enter/exit class i.e. while queuing, while putting on coats etc.
9. Children may not enter school during lunch breaks without getting permission from teachers on Yard Duty.
10. Children must play on the tarmac or all-weather pitch, in specified areas.
11. Children may only play on the grass when given permission during fine weather.
12. Boisterous play is forbidden.
13. Dangerous behaviour in the yard – kicking, punching, fighting, bullying etc., is strictly forbidden and will not be tolerated.
14. Pupils must respect the school building and property. If any deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement.
15. Bad language is unacceptable. Inappropriate language if used towards a teacher or anywhere within the school is considered a serious breach of the code.

4.3 Our Golden Rules

Children cannot remember long lists of rules. The rules outlined in this policy provide clear guidelines for members of our school community and pupils as to what type of behaviour is expected of pupils and adults within our school. These rules outline for the children what is expected of them, in a language they understand. Children from Junior Infants – 6th classes will be reminded of these rules and will discuss them regularly.

- I will be gentle – I will not hurt anyone
- I will be kind and helpful – I will not hurt people's feelings
- I will be honest – I will not hide the truth
- I will listen – I will not interrupt
- I will look after property – I will not waste or damage things
- I will work hard – I will not waste time

4.4 Classroom and Internal Rules/Expectations

1. Follow instructions given by Principal, Teachers, Part-Time Teachers, Substitute Teachers, coaches, visiting speakers and all other adults working in the classrooms.
2. The level of noise in class shall be such as not to disrupt the work of those in the room or in adjoining rooms.
3. Sit properly on chairs, all four legs of chair on the floor.
4. Show politeness and respect to all visitors to the classroom.
5. School bags should be kept under tables, neatly stored, keeping the walkways in classrooms clear.
6. Hang all coats, jackets, gear bags etc on hooks, in the wet area.
7. No rulers, scissors, mathematical instruments, knitting needles, recorders etc to be used (or to be in pupils' possession) during break and/or lunch time, when pupils remain indoors.
8. Use all classroom and P.E. equipment, according to teacher's instructions.
9. Never bang a door closed – be mindful of others.

10. Movement throughout the room and school shall be in a calm, slow, safe manner always walking, never running.
11. Watch where you are going – don't look behind you while walking.
12. At all times, think of your own safety and the safety of others – especially younger, smaller pupils.
13. Walking in from "the lines"- single file, no talking, one class at a time through doorways.
14. Good manners – etiquette – please, thank you, excuse me, taking turns, knocking on doors.
15. Jewellery - one pair of stud earrings and a watch are allowed, but not on P.E. days. Rings and hoop/drop earrings are strictly forbidden.
16. In the hall, do not climb on apparatus unless instructed to do so.
17. Classroom technology must be used with care and only with the permission of the class teacher.
18. Please exit the school safely through your designated exit. Children shall be reminded to enter and leave the classroom carefully, safely and politely.
19. Children will be familiarised with what to do in the case of fire. Children are trained on a regular basis, regular fire-drills – one fire drill per term.

4.5 Wet Day Rules/Expectations: Break Time & Lunch Time

1. Children do activities in class based on the class teacher's instructions or supervising teacher's instructions
2. Stay seated at all times, either on a chair or on the floor, except with permission from the teacher.
3. No rulers or any other dangerous implements in pupils' hands.
4. Arrange groups for activities before teacher leaves the room.
5. Don't leave the room except in the case of an emergency.
6. A pupil must not start or take part in any activity which could endanger him/herself and/or others.

4.6 Yard Safety Rules/Expectations

1. In the interest of safety when the bell rings during playtimes the children stop playing (Freeze) and walk to their class lines in an orderly fashion "Freeze and Walk".
2. Play safely – Fighting, rough play or any physical force is never allowed or tolerated.
3. Stay in designated area of the yard (See "out of bound areas" below)
4. In the interests of safety, climbing on the school railings/walls/ditches is forbidden.
5. Report any problems/incidents to the teachers on yard duty.
6. No swinging off basketball stands and football goals.
7. No pulling out of coats/hoods. Don't take off shoes in the yard.
8. Only enter the school building to go to the bathroom (5th& 6th class toilet) after having received permission from a teacher on yard duty.
9. No throwing of clothes, hats, beanbags, shoes, pebbles etc.
10. Skipping rope safety- teachers will ensure that suitable ropes are used and that appropriate safety measures are in place.
11. No pens, pencils, lollipops, bottles, etc are allowed in yard.
12. No gymnastics/handstands, pyramids or wheelbarrows allowed. Children are not allowed to form chains/trains.

Yard "Out of Bounds" areas:

- The grass, unless permission given.
- On/over the ditch.
- The stoned and flower bed areas
- The area in front of the school, to include the car park.

- Any area that is out of view.

4.7 All-Weather Pitch Safety Rules/Expectations

1. Do not follow ball over the ditch or through hedge without first seeking permission of a teacher.
2. Do not swing from the goal crossbars.
3. Do not leave gear bags/jumpers/coats on the pitch.

4.8 Out of School Activities

A. *On swimming days:*

- Every pupil listens to and obeys the class teacher.
- Children walk in line behind the teacher to the swimming pool. No running allowed.
- No shouting or playing in dressing rooms.
- Every pupil listens to and obeys the instructor and life guard
- No running around pool area
- Swimming caps required. Shower socks may be worn.
- Children do not leave the pool without permission from the instructor or teacher
- No jumping into the pool from the side – unless under the instructor’s directions. No pushing or rough play in the pool
- Children are expected to dress quickly after each session
- Hairsprays/gels/spray deodorants are not allowed. Roll-on deodorants are allowed for 4th – 6th class pupils. Shampoo is allowed.
- No drinks/sweets are bought from the machine.

B. *Tour Rules:*

- Pupils enter/leave the bus in an orderly manner.
- Pupils are expected to arrive 15 minutes before departure time. Parents are expected to contact the school 15 minutes before departure time if child is sick or unable to attend.
- School Rules apply to school tours.
- Pupils are not allowed to bring mobile phones
- On the bus pupils must sit in their seats and avoid loud behaviour that would distract the driver
- Pupils are encouraged to take drinks and sweets at the appointed lunch breaks.
- Pupils stay in their appointed groups at all times.
- Pupils wear appropriate clothing on school tours
- Parental/Guardian permission slips allowing the child to go on tour are returned to the teacher prior to the tour.

C. *Travelling to/from events outside of the school:*

- From the 2019-20 academic year, children will only travel to school-related activities on a bus. Parents will not be asked to give lifts, except in exceptional circumstances.
- Children are expected to adhere to the school’s code of behaviour at all times and sanctions will be put in place if rules are broken.

4.9 School Environment

- We pride ourselves on promoting an environmentally friendly policy.
- Pupils are expected to value our school environment and to care for it. The school is a litter-free zone.
- To protect the environment, the school is involved in various projects:
Recycling: Waste paper and cardboard are collected for recycling.
Waste: All other empty cartons drink containers and wrapping papers are considered household waste and are taken home.

5 Rewards

The main goals of our Code of Behaviour are to promote good behaviour and to prevent inappropriate behaviour. We believe that the day-to-day excellence of both school and classroom management will assist the vast majority of pupils to behave in a manner that supports their own learning and development. A reward system will be part of the overall school and individual class strategy to reward positive behaviour. A reward system may also form part of a planned intervention to help an individual pupil to manage her own behaviour. Rewards for pupils with special needs will take account of their particular learning needs and style.

Our rewards for Junior classes include:

- Teacher praise (orally).
- Teacher writes positive comment in copy.
- Stickers/stamps on good work or on school jumper.
- Praise by support teacher/other class level teacher.
- Praise by Principal in the classroom/at assembly.
- Principal's Award.
- Gaeilgeoir na Seachtaine.
- Treats – sweets, bars etc – on occasions.{ be aware of children with allergies}
- Homework off.
- Golden Time – extra playtime, extra P.E., DVD, extra computer time, indoor games, extra art time, extra Library Reading time, etc.
- Table of the week.
- Star Charts/Merit Chart.
- Showing work to other classes/teachers.
- Showing work on School Website/Facebook page
- Assigned jobs in the classroom.
- Inform parents of good news/behaviour/work.

Our Rewards for Senior classes include,

- Teacher Praise (orally) or written in homework diary/copy.
- Delegating some responsibility or privilege
- Praise by Support Teacher/other class level teacher.
- Praise by Principal – in classroom, at assembly or in private, as appropriate.
- Principal's Award.
- Gaeilgeoir na Seachtaine.
- Treats – bars, crisps, drinks after games/events, or on other occasions.
- Homework off.
- Golden Time – extra playtime, extra P.E., DVD, extra computer/laptop time, indoor games, quizzes, extra Library Reading time, etc.
- Star Charts.
- Inform parents of good news/behaviour/work.

**The above list is not comprehensive and consists of examples only.

6 Sanctions

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 a damaging and long-lasting effects including disruption of learning, distress, anxiety, fear and a threat to the safety of pupils and students.

Where a student's behaviour disrupts the teaching and learning of other students, we in Kilbonane National School will deal with each case by applying our professional judgement and skill, drawing on factual and objective information. The nature of the misbehaviour and the age of the child will determine the strategy to be employed. Our overall strategy will be to intervene early and positively when student behaviour does not meet the standards expected by the school. We always believe in dealing with issues before they develop. It is also a part of our strategy to also prioritise the early involvement of parents. Parents will be contacted at an early stage if a problem is arising.

The Purpose of Sanctions

- To help pupils to learn that their behaviour is unacceptable.
- To help pupils to recognise the effect of their actions on others.
- To help pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- To help pupils to learn to take responsibility for their behaviour.
- To reinforce boundaries as set out in our Code of Behaviour.
- To signal to other pupils and to staff that their well-being is being protected.
- In cases of more serious breaches of school standards, sanctions may be needed to (i) prevent serious disruption of teaching and learning and/or (ii) keep the pupil, other pupils or adults safe

Good Practice in the use of sanctions

- Sanctions are part of a plan to change behaviour.
- Sanctions are used consistently.
- Sanctions are proportionate, appropriate, fair and display a "common-sense" approach.
- Pupils and parents know what sanctions are used in school.

Disciplinary Actions and Sanctions to deal with Misdemeanours:

Misdemeanour consists of any action that puts the safety of self or others at risk.

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

6.1 Minor Misdemeanours:

Examples: Interrupting class work/ arriving late for school/ running in school building/not listening and speaking out of turn/leaving seat without permission/ placing unfinished food in bins/ leaving litter around school/ not wearing correct uniform/ being discourteous or unmannerly/ not completing homework without good reason/ bringing sweets and bars to school on healthy eating days/ wearing make-up / not bringing explanation notes for absences and homework/ wearing unsuitable shoes/ cycling in school grounds.

Examples of steps to be taken by teachers when dealing with Minor Misdemeanours:

- The class teacher will normally deal with classroom misdemeanours.
- Verbal reprimand and reasoning with the pupil, including advice on how to improve, setting realistic targets.
- Time out from friends and others (to reflect on the misbehaviour).

- Loss of privileges such as 'Golden Time', Game time, extra recreation time etc.
- Noting incidence of yard misbehaviour in yard book. Noting incidence of classroom misbehaviour in class book.
- Note in homework journal or phone call to parents.

Examples of steps to be taken when dealing with REGULAR occurrences of Minor Misdemeanours:

- A record is kept of regular instances of misdemeanour.
- Following 3 instances the teacher will contact parents of child to discuss behaviour.
- Communicating with parents sooner rather than later
- Following this if the child continues with misdemeanours the pupil is sent to Principal/Deputy Principal.
- Principal/Deputy Principal meets parent(s)/guardians concerning behaviour.

6.2 Serious Misdemeanours:

Examples: Constantly disruptive in class/ telling lies/stealing/damaging or interfering with another person's property/bullying/back answering a teacher/leaving school premises during school day without appropriate permission/ using or writing unacceptable language/ bringing chewing gum, glass bottles or solvents to school/ deliberately injuring a fellow pupil or partaking in any activity which would put themselves or others in danger/ deliberately leaving taps on/ misuse of fire equipment/ bringing in mobile phones without permission

Examples of steps to be taken when dealing with Serious Misdemeanours:

- A record is kept of all serious misdemeanours in the classroom behaviour book.
- Pupils may be removed from activity if endangering self or others.
- Pupil is sent to Principal/Deputy Principal to discuss behaviour and where necessary made aware that suspension could be a possibility.
- Principal/Deputy Principal contacts parent/guardian with a note in homework journal or phone call.
- Suspension procedures may follow if deemed necessary by the school authorities.

6.3 Gross Misdemeanours:

Examples: Deliberately vandalizing school property/ aggressive, threatening or violent behaviour towards a teacher or pupil. Bringing alcohol, drugs, cigarettes or matches to school.

Examples of steps to be taken when dealing with Gross Misdemeanours:

- A record is kept in the classroom behaviour book.
- Principal/Deputy Principal contacts parent/guardian immediately.
- Suspension or expulsion may be considered.
- Immediate suspension will be considered if another child or person's safety is threatened.

6.4 Ladder of Intervention

An important element of our approach to dealing with student's inappropriate behaviour is a problem-solving approach, whereby we will respond through the following steps.

- Gather information – understand the context and factors that may be affecting behaviour.
- Generate ideas about possible solutions.
- Decide and agree on specific strategies.
- Implement the agreed strategy consistently.
- Review progress.

As part of the whole-school approach, all staff will have an agreed **“Ladder of Intervention”** in response to inappropriate behaviour. This allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour.

In general terms, we have three levels of intervention:

- 1) Support for all → most pupils behave appropriately. Occasional, minor misbehaviour will be attended to effectively through the skill and expertise of the classroom teachers.
- 2) Additional support for some pupils → some students need more active intervention including:
 - Teacher/parent chat re. the inappropriate behaviour.
 - Referral to Principal to monitor behaviour.
- 3) Specialised support for a small minority of students → a few pupils may show particularly challenging behaviour. They may not respond to low-level interventions. These few will need a sustained response, involving the important adults in their lives. The Principal may seek guidance and support from outside agencies e.g. N.E.P.S., H.S.E., Community Psychological Services, N.C.S.E. or Child and Adolescent Mental Health Services.

Ladder of Intervention

- Eye contact from teacher – “silent warning”
- Verbal warning/chat from teacher
- Note home in homework journal
- No award of stars/ticks
- Loss of stars/ticks
- Loss of golden time
- “Time-out” chair/area in classroom
- Transfer to another classroom for “timeout”/completion of work
- Completion of homework/extra work to be done
- Referral to Deputy Principal
- Referral to Principal for chat/reminder/warning
- Meeting – Parents, Teacher, Pupil, with or without Principal
- Continued monitoring by Principal and follow-up meeting with parents
- Suspension – various lengths
- Contract of good behaviour
- Expulsion

**This list is not exhaustive – the School, Parents/Guardians and Board of Management may have to deal with other inappropriate behaviours, indiscretions or matters if and when the occasion demands.

7 Suspension and Expulsion

Kilbonane National School implements the procedures in relation to Suspension and Expulsion as laid out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

{See Appendix 1, 2, 3.}

- Ch. 10 Suspensions and expulsions: legal and procedural requirements
- Ch. 11 Suspension
- Ch. 12 Expulsion

7.1 Suspension

{Refer to Appendix 2 (pages 70-78, “Developing a Code of Behaviour: Guidelines for Schools”, NEWB, 2008) }

Section 21 (4) of the Education (Welfare) 2000 Act requires that if a pupil is suspended for a period of not less than 6 days The Education Welfare officer shall be informed, by notice in writing. While the BoM has the authority to suspend, they have delegated this authority to the Principal together with either the chairperson of the BOM or the Deputy Principal for periods of up to three days. Where the cumulative total of days suspension reaches 6, the NEWB will be notified.

Procedures in respect of suspension (as outlined in the current NEWB guidelines):

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond. Parents are invited to meet with class teacher, Principal and/or chairperson to discuss the gross incident of misdemeanour or serious misdemeanour.
- If suspension is still decided upon, the Principal notifies parent in writing of the decision to suspend.

The letter should confirm:

- a) The period of the suspension and the dates on which the suspension will begin and end.
 - b) The reasons for the suspension.
 - c) Any study programme to be followed.
 - d) The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
 - e) The provision for appeal to the Board of management or secretary general of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
- When a period of suspension ends, the pupil should be re-admitted formally to class by the Principal/Deputy Principal.
 - Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and Principal.

Factors which influence a decision to suspend are as follows:

- The nature, seriousness, impact and context of the behaviour.
- The interventions tried to date.
- Whether suspension is the appropriate response.
- Whether the pupil's behaviour has had a seriously detrimental effect on the education of other pupils e.g. shouting at teacher, being disruptive, refusing to work, not allowing others to work, taking up teacher's teaching time due to inappropriate behaviour.
- Whether the pupil's continued presence in the school at the time constitutes a threat to the safety of pupils/staff e.g. physical fights in school yard, leaving school premises without permission, serious consistent incidents of bullying or racism, use of bad language to any member of school community.

7.2 Expulsion

{Refer to Appendix 3 (pages 80-87, "Developing a Code of Behaviour: Guidelines for Schools", NEWB, 2008)}

The decision to permanently exclude a pupil from Kilbonane N.S. will be made solely by the B.O.M.

Expulsion is a very serious step and is only taken in extreme cases of unacceptable behaviour and only after the school has taken significant steps to address the behaviour. These steps include the following:

- Meeting with parents and pupil to explore ways of helping pupil change his behaviour.
- Making sure that the pupil understands the possible consequences of the behaviour, (if it should persist).
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies e.g. National Educational Psychological Service (NEPS), Health Service Executive Community Services (HSE), National Behavioural Support Service (NBSS).

The grounds for expulsion and the factors which need to be considered are similar to those for suspension, however where expulsion is concerned the school will already have tried a series of other interventions including suspension which unfortunately haven't changed the pupil's behaviour.

Expulsion for a first offence:

The following kinds of behaviour may warrant such expulsion:

- A serious threat of violence against another pupil or staff member.
- Actual violence or physical assault.
- Supplying of alcohol / drugs.

Procedures in respect of expulsion:

- A detailed investigation carried out under the direction of the principal.
- Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students the opportunity to respond before a decision is made.
- A recommendation to the BOM by the principal
- Consideration by the BOM of the principal's recommendations and the holding of a hearing.
- BOM deliberations and actions following the hearing.
- If BOM is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB should be notified using a Notice of Intention to Expel form which is available on www.schoolreturn.ie or from their helpline (1890 36 3666). This form should be completed and sent to School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.

7.3 Appeals

Parents may appeal the decision to expel to the Secretary General of DES. The appeals process under Section 29 of the Education Act 1998 begins with the appointment of a mediator. An appeal may also be brought by NEPS on behalf of the pupil.

8 Record Keeping

Teachers maintain records in relation to misbehaviour in their classroom misbehaviour book when necessary and the Principal is kept informed of all serious misbehaviour. If necessary, the teacher will arrange a meeting with parents (with or without the Principal) to discuss a pupil's behaviour.

When misbehaviour is reported to principal, the child will be interviewed by principal and written records will be kept when warranted. These written records will be stored in an "Incidents File" in the principal's office.

9 Procedure for notification of a pupil's absence from school

Parent(s) / guardian(s) are expected to communicate the reasons for the non-attendance of their child by:

- Sending a signed, dated explanation of absence when the pupil returns to school or a phone call/email to the secretary or by logging an absence reason themselves in Aladdin.
- All absence notes are kept by the class teacher and passed onto the secretary at the end of the school year.

Reporting to TUSLA

- The Principal will undertake to report to Tusla on or before the specified dates, the rates of absenteeism, numbers of pupils suspended or expelled, etc., as required.
- Absences of 20 days or more are reported.

10 Reference to other Policies

This Behaviour Policy has been formulated with reference to the following other school policies and plans:

- SPHE Plan
- Anti-Bullying Policy
- Admission Policy
- Health & Safety Policy
- Statement of Strategy for Pupil Attendance

Monitoring and Review:

Each staff member is responsible for the implementation of the Code of Behaviour and Anti-Bullying Policy. Within the classroom the teacher monitors his/her class. Teachers consider themselves responsible for the behaviour of children within sight or sound of them and respond to any instance of unacceptable behaviour. The principal is responsible for monitoring and reviewing policy at staff level on a regular basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management (BOM) has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. The BOM will ensure the Code of Behaviour and Anti-Bullying policy is reviewed yearly or more often if the need arises.

In registering children in Kilbonane National School parents are expected to support teachers in following the policies and procedures of the school. A copy of all policies and procedures is available

for view by all parents. Parents are informed at the start of every school year that they may receive a copy of all policies and procedures if they so wish.

Success Criteria

Some practical indicators of the success of the policy:

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Ratification

This policy was reviewed and ratified at a Board of Management meeting on 27 September 2023.