**Solas Chríost National School**

**Code of Positive Behaviour**

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# **Introductory Statement**

This code was prepared in accordance with the guidelines issued by the National Education Welfare Board (NEWB, 2008). A review process took place over a term, headed by the Behaviour Committee (ISM Team), to ensure that the views from everyone in the school community were included.

Under Section 23 of the Education (Welfare) Act, 2000 the Board of Management of each school, following consultation with the principal, teachers and parents, must prepare and make available a code of behaviour for its students. The Act requires that the school’s Code of Behaviour is prepared in accordance with guidelines issued by the National Educational Welfare Board (NEWB, 2008)

The Guidelines offer advice in relation to auditing and reviewing existing Codes of Behaviour, highlight the need for a whole school approach and common understanding of behaviour, offer guidance on setting behaviour standards, promoting good behaviour and responding to unacceptable behaviour, and describe the legal and procedural requirements governing the use of suspension and expulsion.

## Content of the Policy

The Act provides that the Code of Behaviour shall specify: (23(2))

1. The standards of behaviour that shall be observed by each student attending the school.

2. The measures that may be taken when a student fails to observe those standards.

3. The procedures to be followed before a student may be (A) suspended or (B) expelled from the school concerned.

4. The grounds for removing a suspension imposed in relation to a student.

5. The procedures to be followed relating to notification of a child’s absence from school.

The principal of Solas Christ National School shall, before registering a child as a student at that school in accordance with section 20, provide the parents of such child with a copy of the code of behaviour (by means of digital link to the school’s website) in respect of the school and may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

A considerable amount of time has been spent by the staff as a whole on staff training and on developing a simple, clear and concise code of behaviour, based on the Discipline for Learning a method, which focused on a consistent, whole-school promotion of good behaviour. We have consulted the NEWB’s *Developing a Code of Behaviour: Guidelines for Schools*,the INTO document *Managing Challenging Behaviour,* the *Discipline for Learning* programme by Dr. Adrian Smith, and *The Incredible Years* programme by Dr. Carolyn Webster-Stratton in devising and reviewing our code of behaviour.

**All teachers have a Code of behaviour kit which consists of the following: a teacher’s booklet: yellow book: green, yellow and red cards: a class dojo account, certificate folder, copies of the rules in written and pictorial format. Teachers are aware of the staged approach to rewards and sanctions and they are implemented consistently across the school. The Coode of behaviour is on the agenda at every staff meeting.**

The Code of Positive Behaviour places a greater emphasis on rewards rather than sanctions or punishments. The code of positive behaviour helps the school community to promote the school’s unique ethos, relationships, policies, procedures and practices that encourage good behaviour and minimise unacceptable behaviour. This policy also helps teachers, other members of staff, students and parents to work together to create a happy, caring, respectful and safe school environment. Through the implementation of the **Stay Safe Programme, Walk Tall, Incredible Years/Weaving Wellbeing/Friends First/Fun Friends programmes** as a whole school approach to the management of behaviour issues, we seek to promote positive behaviours and self-discipline in an atmosphere of respect, acceptance, open-mindedness and consideration for others.

## Relationship to characteristic of the school

Our Code of Positive Behaviour expresses the mission and vision of Solas Chríost National School. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of learning for all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected, supported and recognised.

The code of behaviour focuses on the positive, through an emphasis on giving attention, praise and rewards for good behaviour: Mol an óige agus tiocfaidh siad

A high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between the teachers, other school staff, parents and pupils. Every effort is made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.

### **Mission Statement**

Solas Chríost National School is a Catholic co-educational primary school under the patronage of the Archbishop of Dublin. Our aim is to create a safe and secure school environment where all pupils are respected and encouraged to develop to their full potential. We aim to address the intellectual, spiritual, moral, social and cultural needs of all pupils at all times.

### Vision Statement

* Solas Chríost National School is a Catholic co-educational school with a strong Catholic ethos which permeates all aspects of school life, while respecting the diverse nature of the beliefs and cultures of all pupils in the school.
* In keeping with the Heritage of “Ard Mhuire” and “Solas Chríost”, the school actively promotes the concept of community, and so, promotes the partnership between the Church, the wider community, our families and the school community, thus ensuring the well-being of all pupils.
* The school aims to promote a team spirit of openness, consideration and co-operation among all staff members in order to ensure the optimum learning environment for each pupil. Teachers are encouraged to share good practice and to use digital technologies to enhance learning, teaching and assessment practices.

## The Aims of the Code of Positive Behaviour are:

* to help to build a shared commitment to the values and ethos of the school
* to create a climate that encourages and reinforces good behaviour
* to create a positive and safe environment for teaching and learning
* to ensure the safety and well-being of all members of the school community.
* to encourage students to take personal responsibility for their learning and their behaviour
* to help young people to mature into responsible participating citizens
* to build a positive relationships of mutual respect and mutual support among students, staff and parents
* to ensure that the school’s high expectations for the behaviour of all the members of the school community are widely known and understood
* to ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow.
* to facilitate the education and development of every child.
* to assist parents and students in understanding the school’s code of positive behaviour and to ensure their co-operation with its implementation.
* To provide clarity for pupils, teachers and parents on behavioural expectations.
* to develop pupils’ self-esteem and resilience and to promote positive behaviour.
* to facilitate the holistic education and development of every child.
* to enable teachers to teach without disruption.
* to ensure that the system of rules, rewards and sanctions are age-appropriate and implemented in a fair and consistent manner.

Specific policies named hereunder are key elements of this overall document and must be referred to in the context of this policy:

|  |  |  |
| --- | --- | --- |
| Child Safeguarding Statement | Stay Safe Programme | SPHE School Plan |
| Code of Behaviour | Safety, Health and Welfare Policy | Vetting Procedures |
| Code of Professional Conduct (teachers) | Agreed Disciplinary procedures for Staff | Special Educational Needs Policy |
| Administration of Medication policy | First Aid Policy | ICT policy |
| Mobile Phone Policy | Critical Incident Management Plan | One-to–one teaching policy |
| Attendance Policy & Strategy | Admissions Policy | Data Protection policy |
| Inclusion policy | Interculturalism Policy | Induction of Staff Policy |
| AUP – (Acceptable Use Policy) informs and guides remote or distance learning activity\* | Supervision policy (Inc. one-to-one teaching) | Assessment Policy |
| Induction of Teachers on Placement Policy | RSE Policy | Anti-Bullying Policy |
| Teacher Placement College Guidelines | Induction of Staff | Intimate Care Policy |
| School Tour Policy | SSLD Policy | Data Protection Policy |
| Health & Safety Policy | Health Eating Policy | Homework Policy |
| Uniform Policy | SNA policy |  |

All school policies and practices have the potential to impact on student behaviour and should be assessed from this perspective including the use of aspects of the curriculum for work with students on the code (for example, Social, Personal and Health Education, Art or Drama)

**Promoting Positive Behaviour**

Our school uses **Discipline for Learning** which promotes positive behaviour.

1. Teachers develop clear and simple classroom rules and yard rules, through discussion with the children.
2. Teachers use a classroom management plan to promote positive behaviour. This includes the class rules as mentioned above, an agreed reward system and the consequences that apply when a child fails to adhere to the rules
3. Regular positive notes are sent home in the child’s Communications’ Journal HEGAT

**Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results. Our approach to rewards and praise include the following:**

* A word of praise privately or in front of class
* A visit to another member of staff for commendation
* Stickers, stamps, trophies
* Informing parent by good note in child’s journal.
* Certificates for good behaviour awarded after four and eight weeks at Assemblies
* Name recorded in Honours/Golden Book by Year Head after eight weeks
* Certificates for good behaviour, awarded at end of term award ceremonies, to children who have a specified number of clear weeks in their journal.
* Special class treats e.g. Golden Time, extra play in the yard or class trips
* Regular visits to classrooms by Year Heads to encourage and praise good behaviour
* Individual Behaviour Plans and Targets as needed

## Strategies to affirm and promote good behaviour

The day-to-day excellence of school management and classroom teaching will enable most students to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting good behaviour at class and school level. There should be consistency across the teaching team as to how best to promote good behaviour.

Students are more likely to behave well when:

* they are given responsibility in the school and are involved in the development of the code of behaviour
* they understand why the code is important and their part in making it work
* they can see that the code works in a fair way
* there are standards that set high expectations for student behaviour
* the standards are clear, consistent and widely understood
* parents support the school by encouraging good learning behaviour
* there are good relationships between teachers, parents and students and a happy school atmosphere
* adults model the behaviour that is expected from students.
* positive everyday interactions between teachers and students
* good school and class routines
* clear boundaries and rules for students
* helping students themselves to recognise and affirm good learning behaviour
* recognising and giving positive feedback about behaviour
* exploring with students how people should treat each other
* involving students in the preparation of the school and classroom rules.

## Effective Classroom Behaviour Management

Building relationships and promoting a sense of community in the class by:

* keeping in mind that all behaviour is communication and the expression of an unmet need.
* separating the child from the behaviour (i.e. separate who they are from what they do).
* viewing misbehaviour as an ‘error’, a mistake or learning opportunity to acquire social and emotional skills
* using positive language and interactions
* having a restorative mind set and using restorative conversations (RP questions)
* welcoming pupils with ‘Meet and Greet’ at classroom door
* incorporating energy check-ins in the morning
* using restorative circles (one week to build relationships and cohesion)
* taking time to teach behaviour expectations explicitly and reinforcing regularly, especially after holiday periods
* consistently modelling values and expected behaviour for pupils
* providing safe space, using non-confrontational body language, noting tone of voice and talking at eye-level
* responding with deliberate calm, avoiding power struggle
* being open to actively listening to what pupils are saying about their behaviour and feelings and not making assumptions about a pupil’s behaviour
* using recognition board for expected social behaviours
* having consistent routines e.g. call backs, lining up strategies, transitions between lessons
* Teachers may also use a variety of call backs in the classroom setting, but also need to teach and practise the school call back.
* incorporating regular movement breaks throughout the day (within the classroom) and especially for transitions between lessons
* focusing on efforts rather than accomplishments.
* reinforcing positive behaviour with specific praise and rewards (individual, group or class)
* focusing on behaviours that are ‘over and above’ to shift expectations and raise standards
* sending positive notes to parents or making phone calls with ‘good news’
* providing a share box in the classroom where children can share their worries with the teacher in a discreet way (anti Bullying Policy)
* being aware that some pupils in your class may have experienced adverse childhood experiences and that these may have a significant impact on their wellbeing and on their behaviour in school.

## Restorative Practice

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done. Restorative Questions to respond to Challenging Behaviour

* What happened?
* What were you thinking about at the time?
* What have your thoughts been since?
* Who has been affected by what you did?
* In what way have they been affected?
* What do you think needs to happen to make things right?

To help those harmed by other actions

* What did you think when you realised what had happened?
* What have your thoughts been since?
* How has this affected others?
* What has been the hardest thing for you?
* What do you think needs to happen to make things right?

## Relationships between students and teachers

The quality of relationships between teachers and students is one of the most powerful influences on student behaviour. For many students, their teachers are a major source of support, adult empathy and pastoral care, and are hugely significant figures in their lives. As adults and professionals, teachers have a strong capacity to develop good relationships with students, and a greater responsibility for the relationship. Mutually respectful relationships balance warmth and empathy with objectivity, professional detachment, fairness and consistency. The school explores ways of reviewing the quality of relationships in the school from time to time. This can be done formally through questionnaires and discussion groups, suggestion boxes, tutor groups or Circle Time, as well as through informal day-to-day communication in the school.

## Children with Special Needs

All children are required to comply with the code of behaviour.  However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, support teacher, ISM Team member and or the principal will work closely with home to ensure that optimal support is given.   Cognitive development will be taken into account at all times. Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community e.g. Community Care services provided by HSE. The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support.  This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

The school rules and students with special educational needs Class teachers and specialist personnel (such as the Support and Special Needs Assistant) should check that standards and rules are communicated in a way that students with special educational needs can understand. It will be helpful to check for this understanding from time to time, especially where a student with special needs is acting in a way that would usually be seen as being in breach of the rules. Teachers may need support in understanding how best to help a student with special educational needs to conform to the behavioural standards and expectations of the school. For some students, visual prompts or pictures may be needed. Some students may need opportunities to practise observing the rules, with feedback on their progress.

Parents are expected to read the code of behaviour document when enrolling their child, support the school in its implementation, and communicate with the school if they have any queries***. For some children with special educational needs or in exceptional circumstances, an individual behaviour management plan may be required: their parents are expected to work on drawing up and implementing this plan in consultation with the principal and relevant staff members.*** The school will support parents in seeking help from other agencies as necessary for children with special behavioural or other support needs.

Parents of these children will be kept informed of their child’s behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve agreeing a behaviour plan or contract or working and co-operating with the Resource Teacher and a Special Needs Assistant(SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

## Roles and responsibilities

### The Patron

Under the provisions of the Education Act 1998, each school has a Patron who carries out certain functions specified in the Act. The Board of Management manages the school on behalf of the Patron and for the benefit of the students and their parents. The Board must:

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

In order to comply with these provisions, the Board of Management should submit the code of behaviour to the Patron for approval.

### The Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared in the school rests with the Board of Management. Each school has its unique identity, ethos, values and culture. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board should play an active role in exploring the kinds of relationships and behaviours that will reflect the school’s ethos and responsibilities. The Board should make sure that all the members of the school community have the opportunity to be involved in work on the code of behaviour. The Board of Management should formally record the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed.

### The Principal and In School Management

Leading the audit and review of the code of behaviour, and ensuring that it is implemented in the school, are important leadership tasks. It is the responsibility of the Principal, under the direction of the Board, to lead the work on the code of behaviour.

### Teachers and other staff members

Teachers and other staff members can play important roles in the work in the review and updating of the code. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community.

### Parents

The code of behaviour will be more likely to work well where parents have meaningful ways of contributing to the development or review of the code. Their involvement will draw on their expectations, insights and experience. It will help to underline their responsibilities for their children’s behaviour. Joint work between parents and staff in the development of the code of behaviour can:

* give parents insight into what teachers need in order to be able to teach effectively
* equip parents to reinforce at home the messages about learning and behaviour that are conducive to a happy school
* help parents to have a strong sense of pride in the school and ownership of its work
* help to ensure that parents give consistent messages to students about how to treat others.

### Students

Students are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process. Through their involvement, students can:

* hear directly from teachers about what is needed for teaching and learning
* experience being part of a collective effort to make sure the school is a good place to teach and learn
* learn about taking personal responsibility for their behaviour and for each other’s wellbeing and the wellbeing of the teachers
* learn essential skills of listening, negotiating and managing differences
* have their experience, insights and expectations recognised and used.

## Whole-school approach to behaviour

Boards of Management, Principals, teachers, other school staff, parents and students have responsibilities at different levels for behaviour in the school. A whole-school approach requires the school to provide opportunities and support for these groups to understand and live up to these responsibilities. This means, for example, that parents have opportunities to learn how their commitment to, and their relationship with, the school can impact on behaviour and learning. Students learn how their behaviour and learning, the learning of other students, and the wellbeing of staff, are linked together. Ní neart go cur le chéile.

The elements of a whole-school approach to behaviour include:

* an ethos, policies and practices that are in harmony
* a teamwork approach to behaviour
* a whole-school approach to curriculum and classroom management
* an inclusive and involved school community
* a systematic process for planning and reviewing behaviour policy.

## Classroom management

Classroom management and teaching methods have a strong influence on students’ behaviour. The classroom environment, like the wider school environment, gives students clear messages about teachers’ expectations and creates consistent boundaries. **The skill of the teacher in managing the routine engagement with students is a critical factor in preventing problems.**

## Aspects of school life that may impact on behaviour

* Approaches to addressing educational disadvantage
* Making adjustments for, and valuing, diversity; and preventing any form of discrimination
* Availability of pastoral care teams and programmes
* Relationships among teachers and students
* Students’ sense of belonging to the school community
* School and classroom environment
* Relevance of curriculum to students’ lives
* Classroom management
* Ability grouping
* Timetabling
* Break-time management
* Extra-curricular and co-curricular activities
* Student participation
* Parental involvement

# 1. The standards of behaviour that shall be observed by each student attending the school.

### Homework

It is the policy of the school to assign homework on a regular basis (4 days per week). The time taken for this will vary from child to child, but should in most cases take between 30 minutes and one hour. Homework is recorded in the pupil’s journal/Aladdin. Parents should sign the homework journal to confirm that the work has been fully attempted. If for some reason homework (or part of it) cannot be completed, parents are asked to note this in the homework journal or through Aladdin Connect App. Generally, homework is not given at weekends. Written work must be done neatly and carefully. Graffiti on textbooks and copy books is not permitted. School rental books must not be marked. Any school rental books that are marked must be replaced or cost reimbursed. Please refer to the school Homework Policy for further information.

### Health Lunches

### Students are not permitted to have/eat chewing/bubble gum on the school grounds. Food brought to the school must be in strict accordance with the school’s Health Lunch Policy

### Jewellery

Students are permitted to wear stud earrings and watch (Non Smart) only.

### Mobile phones/Personal Electronic Equipment

Students are not permitted to bring Phones to school. Use of mobile phones and personal electronic equipment during school hours is strictly forbidden. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment and will only be returned to the parent or guardian of the pupil. Continued non-compliance will lead to the implementation of further measure in accordance with the school’s Code of Behaviour.

### School Uniform

All pupils must wear the school uniform. Children should wear correct uniform on designated days. Hats, caps, coats, scarves, gloves and hoodies are not permitted to be worn in the classroom or around the school corridors.

* Uniforms and tracksuits must be clearly labelled with pupil name. School staff are not responsible for mislaid uniform items.
* Tracksuits should be worn on designated P.E. days.
* Only single stud earrings are permitted for health and safety reasons. Necklaces, chains etc are not permitted.
* Make-up is not permitted.
* Shoes with a high heel are not permitted for health and safety reasons.
* Pupils must wear school uniform on school outings unless otherwise specified.
* Parents will be contacted when pupils are consistently in breach of uniform rules.
* Should parents wish their daughters to wear hijabs, they should wear a plain black hijab, with no embellishments.

**Punctuality**

School starts at 8.40 a.m. and finishes at 1.20 p.m. for Junior and Senior Infants and 2.20 p.m. for 1st to 6th classes inclusive.

* Please ensure your child is on time in his/her line in the yard where the teacher will collect him unless otherwise instructed by another staff member
* If child is late for school on 5 occasions, parents will be informed by letter
* If child is late on 10 or more occasions, parents will be invited to come to the school to meet with the Year Head
* Parents/Guardians etc. collect your child in the yard after school and not from classrooms
* Parents are advised not to collect their child early from class as it disrupts valuable learning time
* In exceptional circumstances, if a parent wishes to collect a child early, parent will first have to sign the child out at the secretary’s office. On the third occasion that a child is collected early, the Parent will be required to speak to the Principal about the matter

### School Communication’s Journal

The school journal is an important communication tool between parents and the school. Please read and sign the journal each night. Please ensure the personal information page is your school journal is completed. All notes sent home in the Journal must be signed by Parent/Guardian for the following school day.

### Tipp-ex and all toxic substances are strictly forbidden in the school.

Tipp-ex and all toxic substances are strictly forbidden in the school as per the school’s Substance use Policy.

### Expected Behaviour in the Toilets

* Only one child at any time.
* Pupils are expected to leave toilet area in good condition and to respect school property.
* Pupils should flush after use.
* Pupils should wash and dry hands.
* Taps turned off.
* Handtowels put in bin.
* Pupils should not stand on cistern or pipes (strictly).

### Unacceptable Behaviour in our school has been classified in three categories:

* Minor (jotted in Teachers Notes)
* Serious (recording in Journal / Yard Nook / Teacher Notes)
* Major (Recoding in Yards Books / Teacher Records / Letters Home from ISM/Principal / Meetings with parents / Detention from Yard / 1 Week Report / Extra Work / Behavioural Plan / SSF /
* Severe (possible Suspension)
* Gross (Possible Expulsion)

**Pupils**

In order to create a happy school environment in which pupils can feel secure and make progress, every pupil is expected to

* Attend school regularly and punctually

**Be**

* respectful of self and others
* kind and willing to help others
* courteous and well mannered e.g. - Sorry if I’m wrong, excuse me, please and thank you
* fair and forgiving
* Each pupil is expected to do their best in class both with work and behaviour
* Keep the school rules
* Help create a safe, positive environment. Make a fresh start and learn from your mistake.

**Our school rules reflect these expectations**

**School Rules**

The rules are broadly similar in each class although at the beginning of each academic year each class teacher will draw up a list of classroom and yard rules through discussion, collaboration and agreement with the children. Rules are kept to a minimum and

* are devised with regard for the health, safety and welfare of all members of the school community.
* They should, where possible, emphasise positive behaviour.
* Rules will be applied in a fair and consistent manner, with due regard to the age and specific needs of the pupils

 Where difficulties arise parents will be contacted at an early stage.

**Classroom rules**

1. Be on time and have all your own books, copies, journal, pencils etc. each day
2. Do your work well and let others work without interruption
3. Do what you are told immediately
4. If you wish to speak, raise your hand and wait your turn
5. Listen while others are speaking.
6. Stay in your workplace, unless told to do otherwise
7. Keep to your own space at your table.
8. Do not make hurtful,nasty remarks to, or about, another pupil or member of staff
9. Look after property. Do not waste, damage or steal things.
10. Tell the truth
11. Say sorry, thank you, please or excuse me as needed.

**Yard Rules**

1. Stay in own yard at all times including time before schoolunless otherwiseinstructed by a teacher
2. Do not leave own yard or school without permission
3. Play in a way that is safe for yourself and for others
4. Speak to one another and all school staff in a respectful manner
5. When the bell rings freeze, then line up promptly, in an orderly manner until teacher brings you to your class.

**Around the School Rules** (for my own safety and that of others)

1. Walk in the school in a safe, quiet and orderly manner
2. Be courteous and mannerly
3. Do not walk through the car park or the garden
4. Do not go through the P.E. hall if in use
5. Ask for the teacher’s permission to leave the classroom or the school, to go to another classroom or to the office

 7. Treat all property with care

8. Enter and leave the school through the school gates

 9. After school hours only return to the school in an emergency and accompanied by an adult.

**Unacceptable Behaviour**

Two levels of misbehaviour are recognised: **minor and serious**. In cases of serious misbehaviour parents will be involved immediately and invited to meet the teacher/year head or principal to discuss their child’s behaviour and agree a way forward. Parents/Guardians who have concerns about their child’s behaviour or/and welfare are advised to contact the school as soon as possible as early intervention can help all involved.

**Examples of Serious misbehaviour**

* Behaviour that is hurtful (including bullying)
* Behaviour that interferes with teaching and learning
* Threats or physical hurt to another person
* Damage to property
* Theft
* Assault on a teacher or pupil
* Other behaviours as may arise with serious consequences for self and others.

**Consequences of bad behaviour**

* All bad behaviour disrupts learning for oneself and others
* It often makes others feel unsafe and insecure
* Bad behaviour can easily become a habit

**Sanctions**

Sanctions are normally imposed in the hope that the pupil will learn to choose positive behaviour, self- discipline and raise self- esteem.

Minor sanctions are exercised in the context of reinforcing the positive behaviour of other pupils e.g. “ Well done….. I like the way you are sitting up straight with your arms folded”.

* It must be clear why the sanction is being applied
* The consequence must be proportionate to the misbehaviour
* The pupil must understand why s/he is receiving a sanction and a change to positive behaviour is required in the future
* There is a clear distinction between minor and serious offences
* The misbehaviour rather than the person is the focus of any sanction
* Group punishments are normally avoided

When and if appropriate an investigation may well be carried out to establish the facts.

The following steps are normally taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious misbehaviour. The list is by no means exhaustive nor necessarily sequential. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this.

1. Reasoning with pupil and possible development of a contract.

2. Verbal warning including advice on how to improve and record in journal.

3. Temporary separation from peers within class and/or temporary removal to another class.

5. Referral to year head / Principal and communication with parents re classroom behaviour.

6. Temporary separation from peers in the yard

7. Yellow and Red cards. For Red card offences children will have “ time out ” in a supervised location during break times, for up to three days .

8. Loss of privileges

9. Principal communicating with parents re yard behaviour

10. Exclusion ( Suspension or Expulsion ) from school ( in accordance with the Education Welfare Act 2000 ) and the Education Act 1998

**C/F Appendix on request from school**

\*In exceptional circumstances, each behavioural situation will be judged on a case- by- case basis

\*In applying any sanction, the duty of care to the student is maintained

\*The standards and rules contained in the Code of Behaviour will apply in any situation where the student, although outside the school, is still the responsibility of the school.

Examples include school tours, games and extracurricular activities and attendance at events organised by the school

\*While classroom and yard discipline are kept separate to promote positive relationships between teacher and child, in instances of serious misbehaviour, privileges will be withdrawn e.g. trips outside school, irrespective of where the incident happened i.e. yard or class.

# 2. The measures that may be taken when a student fails to observe those standards.

## Classroom:

At the beginning of each academic year, the class teacher will introduce the “Classroom Rules”. Class rules will be kept to a minimum and are devised for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour. Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

## 3(A) The Procedures to be followed before a student may be **suspended** from Solas Chríost National School.

### Suspension Introduction

Suspension is defined as a temporary, complete exclusion from school and activities. It requires “the student to absent himself/herself from the school for a specified, limited period of school days.” (NEWB, 2008, p. 70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as a suspension.

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

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

Suspensions can be productive if it:

* provides a respite for staff and the student
* gives the student time to reflect on the link between their action and its consequences and
* gives staff time to plan ways of helping the student to change unacceptable behaviour.

What suspension should do:

* enable the school to set **behavioural goals** with the student and their parents
* give school staff an opportunity to **plan other interventions**
* **impress on a student and their parents the seriousness of the behaviour.**

Suspension can be counter-productive:

* if used without a clear rationale or without measuring its impact and value. School management should consider the risk of any unwanted outcomes from suspension, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems.
* A student should not be suspended again shortly after they return to school unless they engage in serious misbehaviour that warrants suspension

Suspension will not be considered for:

* poor academic performance
* poor attendance or lateness
* minor breaches of the code of behaviour.
* informal or unacknowledged suspension or open-ended suspension

The Board of Management has the authority to suspend a student**. The authority to suspend a student for up to 3 consecutive school days has been delegated by the Board of Management in writing to the principal. The Principal is accountable to the BOM for the use of that authority.**

### **Suspension Procedure**

Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked as part of the stage approach to the sanctions of the Code of Positive Behaviour.

**A single incident of serious misconduct is grounds for immediate suspension.**

### Preliminary Assessment (Non Immediate Suspension)

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

1. Inform the student and their parents about the complaint (Letter A) (Principal Suspension Investigation Log/ Report to BOM)
* Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension.
* Parents may be informed by phone or in writing, depending on the seriousness of the matter.
* Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let them know. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.
1. Give parents and student an opportunity to respond. (Letter A) (Principal Suspension Investigation Log/ Report to BOM))
* Give an opportunity to respond Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts.
* It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student’s behaviour.
* If a **student and their parents fail to attend a meeting**, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school should **record the invitations** made to parents and their response.

### Procedures in relation to Immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension.

The formal investigation should immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension.

No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

The Principal has been authorised in writing to impose an automatic suspension. The following behaviours will result in immediate suspension (subject the Principal’s discretion):

* Aggressive Verbal abuse or threat of a staff member (3 day suspension).
* Initiating a physical fight (3 day suspension).
* Participating in a physical fight (1 day suspension).
* Persistently not telling the truth to the Principal or Deputy Principal (concerning reasonable matters)
* Persistent insubordination i.e. refusing to follow the instructions of a staff member repeatedly during the school day (1 day suspension).
* Gross insubordination i.e. refusing to follow the instructions of a staff member during an incident of violence or aggression (3 day suspension).
* Absconding (3 day suspension) for first incidence.
* Physical violence to a staff member (3 day suspension).
* Standing on the toilet cistern (3 day suspension)
* Distributing, taking pictures, video, recordings using personal electronic devices (3 day suspension)
* Other serious misbehaviours may warrant an immediate suspension if they put the health and safety of students or staff at risk.
* Mitching
* Stealing
* Bullying
* Possession of a Weapon
* Possession of inappropriate or dangerous materials
* Homophobic / Racial abuse
* Using a mobile phone in school (without permission)
* Persistently breaking the same rule in school

**When an assessment of the facts confirms major misbehaviour that warrants suspension, the Principal will:**

* Remove the student from the class.
* Inform the student of the suspension.
* Inform the parents of the suspension and need to collect the student from school.
* Arrange for a meeting with the parents on arrival to outline the behaviour and suspension.

### **Period of Suspension**

A student will not be suspended for more than 3 days, at a time, except in exceptional circumstances where the principal recommends to the Board of Management that a period of suspension longer than 3 days is needed to achieve a particular objective.  If an individual suspension longer than 3 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management considers the following circumstances are ones where the principal would consider recommending more than 3 days as an appropriate suspension.  Any one of the following on its own may be considered appropriate to warrant a recommendation of a longer suspension:

* when the student fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension.
* where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor.
* where the student continues to display belligerence, hostility or aggression.

The Board of Management will formally review any proposal to suspend a student, where the suspension would bring the number of days for which a student has been suspended in the current school year to 20 days or more.

#### **Suspension Appeals to Board of Management**

The Board of Management will offer an opportunity to appeal a principal’s decision to suspend a student. If an appeal is to be considered before a suspension is to take place, then the student will be removed from class until the appeal is complete and the appeal decision is relayed to parents.

If the appeal against the decision to suspend is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practicable after the decision on the appeal is relayed to parents, normally starting the next school day.

### **Section 29 Appeal**

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.

Parents will be notified of this right at the time when they are being formally notified of such a suspension. Information on how to appeal will also be provided.

#### **Suspension as part of a Behaviour Management Plan**

Suspension if implemented will be part of an agreed plan to address a students’ behaviour.  The suspension should:

* enable the school to set behavioural goals for the student and their parents
* give school staff an opportunity to plan other interventions
* impress on a student and their parents the seriousness of the behaviour

### **Removing a Suspension**

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed under Section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007

### **Reintegrating the student**

Following a period of suspension, the parent and child will meet with the Principal. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code of behaviour. The Principal must be satisfied that the pupil’s reinstatement will not constitute a risk to the pupil’s own safety or that of the other pupils or staff and that their behaviour will not disrupt the teaching and learning of their peers. The Principal will ensure a behaviour plan for the pupil is in place (if required) and will facilitate a meeting with the pupil and Class Teacher. The pupil will then be readmitted formally to the class. The student will be given the opportunity and support for a fresh start.

The school will then expect the same behaviour of this student as of all other students.

### **Recording and Reporting**

A record of the behaviour and sanction imposed will be kept by the school Principal.

### **Report to the Board of Management**

The principal will report all suspensions to the Board of Management with the reasons for and the duration of each suspension.

### **Report to NEWB**

The principal will report suspensions of 6 or more cumulative days in a year to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (**Education (Welfare) Act 2000**, **section 21(4)(a)**)

### **Review of the use of Suspension**

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that use of suspension is appropriate and effective.

## 3(B) The Procedures to be followed before a student may be **expelled** from Solas Chríost National School.

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. As part of the code of behaviour, the Board of Management should ensure that the

school has a policy on, and procedures for, expulsion which are in line with these Guidelines and with

any additional requirements set down by the Patron

Expulsion is defined as the removal or banning of a student from a school due to persistent violation of that school’s rules, or in extreme cases, for a single offense of marked severity.

The Board of Management has the authority to expel a student. This authority is a reserved function of the Board of Management and is not delegated to the Principal.

Before expelling a student, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

* 1. Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
	2. Making sure that the student understands the possible consequences of the behaviour, if it should persist.
	3. Ensuring that all other possible options have been tried.
	4. Seeking the assistance of support agencies, if appropriate

A proposal by the Board of Management to expel a student requires serious grounds, such that:

1. The student’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
2. The student’s continued presence in the school constitutes a real and significant threat to safety.
3. The student is responsible for serious damage to property
4. While the grounds for expulsion may be similar to those of suspension, where expulsion is considered, the school authorities are satisfied that they have tried a series of other interventions and are satisfied that they have exhausted all possibilities for changing the students behaviour.

### **Expulsion for a First offence**

The Board of Management reserves the right to expel students for a first offence for the following behaviours:

1. A serious threat of violence against another student or member of staff.
2. Actual violence or physical assault.
3. The possession or supply of illegal drugs to other students in the school.
4. Sexual assault.
5. Recording of staff or students and sharing contents online

### **Expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will apply:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal’s recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing
5. Consultations arranged by an Education Welfare Officer of the National Educational Welfare Board
6. Confirmation of the decision to expel.

## **Step 1: A detailed investigation carried out under the direction of the Principal**

In investigating an allegation the principal will:

* Inform the student and parents about the details of the alleged misbehaviour, how it will be investigated and that it could lead to expulsion.
* Give the parents and student every opportunity to respond to the complaint before a decision is made and a sanction imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

### **Step 2: A recommendation to the board by the Principal**

Where the principal forms the view, based on the investigation that expulsion may be warranted, the principal makes a recommendation to the Board of Management to consider expulsion. The principal will:

* inform the parents and the student that the Board of Management is being asked to consider expulsion
* ensure that parents 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
* provide the Board of Management with the same comprehensive records as are given to parents
* notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
* advise the parents that they can make a written and oral submission to the Board of Management
* ensure that parents have enough notice to allow them to prepare for the hearing.

### **Step 3: Consideration by the Board and the holding of a hearing**

The Board will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board’s deliberations.

**Where a Board of Management decide to consider expelling a student, it will hold a hearing.**

At the hearing:

* The Principal and the parents will put their case to the Board in each other’s presence.
* Each party will be allowed to question the evidence of the other party directly.
* The meeting may also be an opportunity for parents to make their case for lessening the sanction.
* Parents may wish to be accompanied at hearings and the Board will facilitate this.
* After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board’s deliberations.

### **Step 4: Board of Management deliberations and actions following the hearing**

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).

The student will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

The Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

### **Step 5: Consultations arranged by the Educational Welfare Officer**

To ensure that arrangements are made for the student to continue in education the Educational Welfare Officer will:

* make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
* convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

Pending these consultations, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)).

The Board may consider it appropriate to suspend a student during this time.

Suspension will be considered where there is a likelihood 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 students or staff.

### **Step 6: 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 (this task might be delegated to the Chairperson and the Principal).

Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Appeals
A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary
General of the Department of Education and Science (Education Act 1998 section 29). An appeal may
also be brought by the National Educational Welfare Board on behalf of a student.
If the student is attending a school established or maintained by a VEC, the appeal must be made in the
first instance to the VEC. Where an appeal to the VEC has been concluded, parents, or a student aged over
eighteen years, may go on to appeal to the Secretary General of the Department of Education and Science.

The appeals process under section 29 of the Education Act 1998 begins with the provision of
mediation by a mediator nominated by the Appeals Committee (Department of Education and
Science). For further details about the Appeals process, including requirements for documentation, and
the steps in the process, refer to current DES guidance.

### **Review of use of Expulsion**

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that expulsion is used appropriately.



# 4. The grounds for removing a suspension imposed in relation to a student.

A suspension may be removed if the Board of Management decides to remove the suspension for

any reason or if the Secretary General of the Department of Education and Science directs that it be

removed following an appeal under section 29 of the Education Act 1998.

# 5. Procedures to be followed relating to notification of a child’s absence from school.

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

If a pupil is absent from school due to illness the parent/guardian should provide a note for the class teacher or inform the school through Aladdin.

If a pupil misses 20 days or more in the school year, the Principal most report this to the Educational Welfare Services of the Child and Family Agency (TUSLA). Likewise, if the Principal is concerned that a pupil is missing too much school the Educational Welfare services section of TUSLA will be advised.

Once a student has been marked absent by the class teacher it will then be possible for you to submit a reason for each date they have been marked absent.

Using the attendance notes feature, Aladdin Connect schools can allow parents to notify the school via the Aladdin Connect app in advance if their child will be absent, will arrive to school late, or needs to leave school early. Early leavers must be signed out by a parent/guardian at the secretary’s Office. Parents must contact the school in advance if they wish for anyone else to collect their child early from school.

The attendance notes feature helps to cut down on calls and notes to the school from parents. It will also help to reduce the handling of paper notes from parents to and from the school. Children leaving early must sign out at the office

Once the setting for attendance notes has been switched on, you will have the following new options within “Attendance Notes” on your browser / via the app:

• My child will be absent

• My child will be late

• My child will be collected early

• View my notes

Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to office secretary. Parents/Guardians must sign out pupils who are collected early from school. Daily attendance and punctuality are required from pupils. School opens to receive pupils at 8:40am each morning. School finishes at 2.20pm (1st to 6th Class) and at 1.20pm for infants.

Please refer to School Attendance Policy.



# Implementation and Review

**Keeping RecordsKeeping Records**

**Class Level**

* The school has a record sheet in pupil’s journal for documenting problem behaviour.
* teachers also keep a record of problem behaviour. This includes the nature and seriousness of the behaviour, the context of the behaviour, the impact of the behaviour and the interventions tried to date .

**Playground**

* Incidents of misbehaviour on the playground are recorded on the school record sheets in Yard Folders.

**School Records**

* A record will be kept of letters or phone calls to parents in relation to pupil’s behaviour. A record will also be kept of communication with outside agencies and with the Board of Management. These records will be stored in the pupil’s individual file.
* Documentation pertaining to Section 29 appeals will be kept and stored in a locked filing cabinet in the school office.

**Records of Suspension**

* Records will be kept of investigation and decision-making (including notes of all investigation, the decision-making process, the decision and rationale for the decision, the duration of the suspension and any conditions attached). These records will be stored in a locked filing cabinet in the school office by the school principal
* Report to the Board of Management – The principal will report all suspensions to the Board with reasons for and the duration of each suspension
* A report will be made to the NEWB in accordance with the NEWB reporting guidelines.

**Records in respect of expulsion** - all data, letters, etc. will be kept as above.

**Ratification and Communication:**

* Ratified by the Board of Management
* Circulated to ancillary staff
* Circulated to all parents/guardians via internet and Newsletter
* Published on school website.

## Success Criteria

The success of the policy will depend on

* Staff commitment to implement the policy in a consistent manner
* Pupil familiarity with the code
* Vigilant supervision by all staff
* Parents commitment to supporting the code
* Positive feedback from the whole school community
* Observations of behaviour in the class, yard and corridors.
* Happy and caring school atmosphere
* The recordings of misbehaviour on the school record sheet.

## Monitor

BOM, ISM, Staff Meetings etc. PTA, Stud Council, Parents, SNA’s Teachers, BOM

## Review

The Board of Management, Principal and school staff will be responsible for implementing this policy in the school. It will be implemented from September 2023 and will be reviewed annually.

This Code of Positive Behaviour Policy was adopted by the Board of Management on 20th September 2023 and will be reviewed in September 2025.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Chairperson of Board of Management

**Understanding behaviour**

Staff at Solas Chriost ns are also aware of the factors that affect behaviour. These factors include external and interpersonal factors (such as parent and family patterns and relationships, peer groups/friends and neighbourhood and community factors) and within-person factors (including age and stage of development, social skills deficit, personality and temperament, physical and medical characteristics and ability to learn). The staff also believe that students’ behaviour can change and will endeavour to assist pupils to modify their behaviour. Examples of support and intervention for pupils are outlined below.

**Interventions and support**

* Classroom management plan as agreed with all students at the start of the school year i.e. Rewards, rules and sanctions
* Social skills programme, promotion of friendship and self esteem as part of S.P.H.E.
* Yard games/activities may be organised if the behaviour is taking place on the yard.
* Use of a behavioural check-list to evaluate whether any modifications could be made to the learning environment.
* A Behaviour Plan may be considered when a child consistently exhibits challenging and disruptive behaviour. A Behaviour Plan will focus on a limited number of behavioural targets. It is envisaged that the child will be involved in the setting of targets. If a child is entitled to a support teacher on the basis of his behavioural needs, the support teacher may set targets in consultation with the child, the class teacher and the parents.
* For pupils who exhibit particularly challenging behaviour, support services may be requested to assist in responding to the needs of the pupils. Sources of support may include, the National Educational Psychological Service (NEPS), Special Education Support Service (SESS), HSE Community Psychology Services, the National Council for Special Education, Community Support Services i.e. H.S.E., Barnardos and Springboard

**Communicating and implementing the code**

* All parents will be issued with a copy of the Code of Behaviour.
* The staff will endeavour to ensure that all parents can access and understand the code.
* Special effort will be made to ensure that pupils with special educational needs understand the school rules, the reward systems and the consequences of misbehaviour. SPHE lessons, DVD’s and role-play may be used to ensure these pupils understand cause and effects of behaviour. Teachers will teach the Code of Behaviour pupils in an age appropriate manner.

**Procedure for the Resolution of Complaints:**

Complaints are taken under guidelines laid down in agreement between CPSMA and INTO. Guidelines available in school or on the Catholic Primary Schools Management Association (CPSMA) Web Site.

1. The school Staff
* To co-ordinate, implement and monitor the policy
* To model positive behaviour
* To manage the classroom in such a way that children are positively engaged.
* To involve the pupils in drawing up rules for class-room.
* To teach the school rules in a way that is appropriate to each class level.
* To display rules in classroom.
1. Ancillary Staff operating under the guidance of the Principal and Deputy Principal.
* To model positive behaviour
* To co-operate with principal teachers in the implementation of the code.
1. Parents/Guardians
* To encourage their children to keep the school rules
* To co-operate with the school in the implementation of this and other polices
* To model positive behaviour
* To sign Code of Behaviour outlined in the journal
* To sign the journal at least once a week

Reflect age and development