

CODE OF BEHAVIOUR AND DISCIPLINE

(Drawn up at the request of Dept. of Education and sanctioned by the School Board of Management.)

This Code was revised in March, 2013 in accordance with the National Educational Welfare Board Guidelines 2008. The review was undertaken by the Principal and staff and there were contributions from representatives of the Parents Association and Board of Management prior to sanction by the Board. It was reviewed in August 2020.

The School Policy aims to ensure that the individuality of each child is accommodated and respected.

The right of every pupil to education in a relatively disruption free environment is also acknowledged.

A fundamental aspect of the school's ethos is the establishment and maintenance of high standards of behaviour and discipline. This will involve a strong sense of community within the school and high levels of co-operation between staff, pupils and parents.

The school places a strong emphasis on praise/encouragement as opposed to sanctions in the belief that a positive approach to discipline yields the best results. We hope that an atmosphere of mutual respect and understanding will be cultivated as a result.

RELATIONSHIP TO CHARACTERISTIC ETHOS OF THE SCHOOL

Our Code of Behaviour relates to the Mission Statement of St Brendan's Boys N.S. in that it will nurture a caring environment in which each child can develop to his full potential and grow in the knowledge that his individual talents are valued.

AIMS

- To promote good behaviour in our school.
- To enhance the learning environment where children can make progress in all aspects of their development.
- 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 the safety and well being of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner.

Attendance

- When a child is absent, a written note explaining the reason for the child's absence must be given to the class teacher when the child returns to school. Parents of pupils from
- classes may use the absence notes at the back of the homework diaries. Notes must indicate the name of pupil, date(s) of absence, the reason for absence and signature of parent.
- Parents are asked to note mid-term breaks and end of term closures when planning family holidays. It is inadvisable for students to miss time out of the school term due to holidays.
- If a child is absent for 20 days the school is obliged to inform Tusla. In the event of a child missing 20 days from school, parents will be informed of this in writing.

Content of Policy

1. Guidelines for behaviour in our school

Standards of behaviour

The standards of behaviour set out:

- the expectations for pupils, staff and parents and how they will treat each other.
- the kinds of behaviour and relationships that will create a positive environment for teaching and learning.

The standards of behaviour expected from all members of the school community are:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness

Standards which signal unacceptable behaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats, verbal and or physical hurt to another person
- Damage to property
- Theft

The standards below describe the commitment the school expects from students to their own learning and to that of their peers. This commitment includes:

- Attending school regularly and punctually
- Doing one's best in class
- Taking responsibility for one's work
- Keeping the rules

- Helping to create a safe, positive environment
- Respecting staff
- Respecting other students and their learning
- Participating in school activities

Our school rules reflect these standards.

School Rules:

The school rules are based on:

Respect for self
 Respect for others
 Respect for the environment

Respect for self

Each pupil should try to develop a responsible attitude towards themselves and their property by:

- Being on time in the morning and after breaks
- Bringing a note to the class teacher to explain absences and lateness. The note should include
 - (i) pupils name
 - (ii) the date/s of absence/s
 - (iii) the reason for the absence/s
- Respecting his health by being properly dressed for the cold and wet weather; avoiding getting wet by not playing in the wet or puddles.
- Wearing school uniform and being clean and neat at all times.
 For health and safety reasons jewellery is not allowed (except watch).
- Looking after their own belongings - books, hurleys, helmets etc. All personal belongings must be labelled.
- Wearing a helmet if playing hurling.
- Playing responsibly with regard to personal safety and that of others.
- Making an honest effort to do his work to the best of his ability. Doing homework and presenting all work neatly.
- Dismounting bicycle when on school grounds and wearing a cycling helmet.
- Walking inside the school rooms, corridors and in single file on the stairs holding on to the bannister.
 Being careful while running outside so as not to endanger self or others.
- If upset talk to a staff member.
- Adhering to the school policy on mobile phones i.e. in school only when necessary and switched off while on school property or on school trips.

Respect for others

Each pupil should recognise the rights of others i.e. fellow pupils, teachers, school workers and visitors to the school.

They are encouraged:

- To be courteous toward each other, their teachers, school workers and visitors.
- To address others properly i.e. fellow pupils by their Christian names and others by title e.g. Fr., Mrs., Miss etc.
- To get into line in a quiet, orderly manner
- To obey the teachers instructions and classroom rules at all times
- To play games fairly and not to exclude anybody
- To show respect to all people in our school community
- To not allow others to suffer because of their silence
- To be truthful and honest at all times
- To not interfere in any way with others on their way to or from school
- The Traffic Warden must be obeyed and Road Safety Rules shall be strictly adhered to.
- To re-enter the classroom during or after breaks only under teacher supervision and lines must be observed
- To, in the interest of public health, observe the standard regulation of absence from school when suffering from an infectious ailment
- In the context of Covid 19 and in the interest of protecting the school community coughing and general hygiene etiquette is essential. In a case where a child coughs, sneezes or spits on another child or member of staff the parents will be contacted to remove the child immediately. His return to school will be a matter for discussion between parent and principal.

Respect for the environment

Pupils will, at all times, be expected to treat their school environment with the greatest care and respect.

School Property

- Junior shoes and slippers should have Velcro fastenings.
- Coats and shoes should be stored properly.
- There should be no writing on walls, desks, etc.
- Pupils should respect all school property.
- Pupils should avoid throwing litter and dispose of same in the correct litter bin for recycling purposes.
- Pupils should leave desks and classrooms tidy each evening and place chairs on tabletops for cleaning purposes.
- Pupils should not climb on walls, trees, shed or swing on goalposts or crossbars.
- Never bring chewing gum to school.
- Pupils are requested to return all books on loan at end of school year in good condition or otherwise compensate for loss or damage.
- Pupils/parent must take responsibility for payment or replacement of lost/stolen or damaged property.

Transport

Buses should be treated as part of the school environment and treated with equal respect when pupils are on tours or travelling to matches, dramas or going swimming.

Adjoining property

Adjoining properties should be treated with respect and not entered without permission and supervised by teacher or adult on supervision duty.

The school rules apply at all times during the school day and on all school related activities, including when the

pupils are representing the school at games, quizzes etc.

Parents are welcome to arrange a meeting with Class Teacher and or Principal to discuss their child's progress or problems at school.

The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.

Classroom Rules

Each class teacher is responsible during the month of September for drawing up a list of class rules with his/her class, which reflect the school rules, involve the students in the decision making and are taught to the class together with the Code of Behaviour. Each teacher is given responsibility to manage his/her own class. The class teacher will take responsibility for an agreed set of sanctions for breaches of his/her own classroom management structure. Incidents of misbehaviour will be recorded in a hard back copy. The hard back copy will be available to the Principal on request. The incidents recorded will also be used to inform parents/ guardians of a child's behaviour record at parent- teacher meetings and filling the child's school report.

In relation to yard supervision the teacher on duty at break time is responsible for dealing with incidents on the yard. However, the teacher on duty will report incident to the class teacher and or Principal as appropriate.

Students with Special Educational Needs

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. 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 behaviour. This may involve working and co-operating with 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.

2. Whole school approach to promoting positive behaviour

Promoting positive behaviour is the main aim of the code. An understanding of the factors that influence behaviour is fundamental to successfully implementing our Code of Behaviour. Learning, relationships and behaviour are inextricably linked. Good behaviour is an outcome of effective learning and good relationships, as well as an influence on how students learn.

The following strategies are used to promote good behaviour in our school:

- There are good relationships between teachers, parents and pupils and a happy school atmosphere.
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established — e.g. entry to the classroom, settling down after break times, noise level for pair/group work etc.
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree five to seven rules stated in terms of observable behaviours.
- Teachers use a **classroom management plan** to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences that apply when a child fails

to adhere to the rules.

- Parents are always welcome in our school and staff will consult with them where necessary.
- We acknowledge positive behaviour by praising children on their behaviour and by rewarding them (see below).
- Teachers ensure that the class timetable is as varied as possible and that they present a balanced and interesting educational programme for the pupils.
- Teachers are punctual at all assembly times.

- Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences.

- SPHE is used as a structure within which to address the teaching of social skills, self-esteem and respect and care for others.
- Agreed yard rules are in place for the playground which are understood by all. Supervision arrangements are in place, including arrangements for wet days, pupils using the toilets and pupils who become ill or injured.

Approaches to Rewards and Praise

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 quiet word or gesture to show approval;
- Stickers, smiley faces, ink-stamps and/or stars on pupils work
- A visit to another member of Staff or to the Principal for commendation;
- A word of praise in front of a group or class;
- Informing parent — written/verbal communication. This could include a note in the pupil's homework journal or a note home.
- Points, treats or stickers are awarded to individuals/teams/class for good behaviour and effort put into school and homework;
- Extra privileges like extended computer time; extra story time; extended PE
- Special Class treats — golden-time; raffle; extra break/PE; watch a DVD; Homework passes;
- Positive comments to the principal.
- Certificates of Attendance

METHOD OF DEALING WITH UNACCEPTABLE BEHAVIOUR

Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour.

The following strategies may be used to show disapproval of unacceptable behaviour.

(Circular 20 - Department of Education 1990).

- (a) Reasoning with the pupil.
- (b) Reprimand (including advice on how to improve).
- (c) Temporary separation from peers, friends or others.
- (d) Prescribing additional work.
- (e) Referring to Principal.

- (f) Communication with parents.
- (g) Supervised detention during lunch break
- (h) Supervised detention after school for one hour may be considered in the instance of repeated misbehaviour and in exceptional circumstances. (This sanction will be applied in one instance only for a pupil per term).
- (i) Letter to parents warning suspension
- (j) Suspension (Temporary).
- (k) Expulsion as a last resort

In exceptional circumstances a Contract for Behaviour may be drawn up between parents, pupil, principal, teachers, BOM and outside supports e.g. Education Welfare Officer, NEPS and CAMHS. . This decision will be taken in consultation with the Board of Management.

Procedures for Suspension

The Board of Management and Staff of St. Brendan's B.N.S. will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour (Chapters 10 — 12).

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person (p73). Automatic suspension will apply in the event of a student engaging in gross misbehaviour.

The Board of Management will also take note of the factors to consider before suspending a student (p.72) and the factors to consider before proposing to expel a student (p82).

In relation to suspension,

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone.
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension.
- The Board of Management has delegated responsibility for suspension to the Principal in the event that immediate suspension of a pupil is warranted (Guidelines p'73). The parents/guardians and child will be invited to discuss the matter with the Principal and the procedures governing suspension will be applied.
- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- A written statement of the terms and date of the termination of a suspension will be given to parents/guardians
- A suspension will not be for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. The letter will confirm:

- the period of the suspension and the dates on which the suspension will begin and end
 - the reasons for the suspension
 - any programme of study to be followed
 - the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the code of behaviour)
 - the provision for an appeal to the Board of Management
 - the right to appeal to the Secretary general of the Department of Education and Science (Education Act 1998 Section 29).
- The suspension will be recorded on the NEWB ‘Student Absence Report Form’ (when applicable).
 - When a period of suspension ends, the pupil will be re-admitted formally to the class by the Principal. The school will help the pupil catch up on work missed and the pupil will be given the opportunity and support for a fresh start.
 - 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 Principal and/or the Chairperson of the Board of Management.
 - If a pupil continues to misbehave he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil’s parents/guardians to address the issues.
- As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.
 - The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively.
- Section 29 Appeal — when the total number of days for which the 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 and will be given information about how to appeal.

3. Expulsions

PROCEDURES FOR EXPULSION — The procedures outlined on pages 83 —86 of the Guidelines will be followed (see steps 1-6 below):

- Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence — see p. 81. Automatic expulsion will apply in the event that
 - ❖ The pupil’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
 - ❖ The pupil’s continued presence in the school constitutes a real and significant threat to safety.
 - ❖ The student is responsible for serious damage to property.
- Step 1 — A detailed investigation carried out under the direction of the Principal
- Step 2 — A recommendation to the Board of Management
- Step 3 — Consideration by the Board of Management of the Principal’s recommendation and the holding of a hearing.
- Step 4 — Board of Management deliberations and actions following the hearing
- Step 5 — Consultations arranged by the Educational Welfare Officer
- Step 6 — Confirmation of the decision to expel

- A record will be kept in the school of all instances of serious misbehaviour by pupils.
- Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the Principal.
- Other relevant school policies (eg. Health & Safety) will be referred to as appropriate.
- The school's Anti Bullying Policy is available to view on our school website at www.stbrendansbns.com.

4. Keeping Records

A standardised record system is developed within the school in which will be kept any incidents of serious misbehaviour by a student. A record system has also been established for recording incidents on the playground. All records in relation to suspension and expulsion will be carefully recorded and reported. All interventions aimed at helping the student deal with inappropriate behaviour will be recorded including use of sanctions. Records will be kept in accordance with the Data Protection Act and the school's policy on record keeping.

5. Implementing the code

• Communicating the code

All parents will be provided with a copy of the Code of Behaviour when they register their child as a student of the school. The parents must confirm in writing that the code is acceptable to them and that they will make all reasonable efforts to ensure compliance of the code by their child. The expectations of the code will be communicated to parents at a parent information evening.

• Teaching students the behavioural and learning skills they need

- During the month of September at the beginning of each school year the children will be taught the behaviours that are expected from them. This will be done at each class level.

- **Securing parental support for the code**

Parental understanding and support for the code will be strengthened through:

- Encouraging parents to share information about anything that might affect a student's behaviour in school.
- Alerting parents at an early stage to concerns about a student's behaviour.
- Clear channels of communication open to parents and information offered to parents such as talks or workshops on behavioural matters and aspects of child and adolescent development.

Success Criteria:

- Positive feedback from the whole school community
- Observations of behaviour in the class, yard, toilets, corridors and playing pitches.
- Happy and caring school atmosphere
- The number of recordings in the yard book

Roles and Responsibility:

A. Principal, Deputy Principal and Staff

- To co-ordinate and monitor the implementation of 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.

B. Ancillary Staff operating under the guidance of the Principal and Deputy Principal.

- To model positive behaviour
- To co-operate with principal and teachers in the implementation of the code.

C. Parents/Guardians

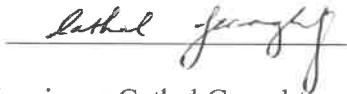
- To encourage their children to keep the school rules
- To co-operate with the school in the implementation of this and other polices.
- To model positive behaviour

Timetable for Review: Review during 2021 – 2022 school year

Ratification and Communication:

- Ratified by the Board of Management
- Circulated to members of Parents' Council
- Circulated to ancillary staff
- Circulated to all parents/guardians
- Published on school website.
- Class meetings with parents of First Class at beginning each school year.

Signed on behalf of the Board of Management by:



Monsignor Cathal Geraghty
Chairperson Board of Management

Date: 24/08/2020

Please sign and return to the school

I the undersigned and parent of _____
confirm that I have read the Code of Behaviour and Discipline of St. Brendan's Boys' N.S.
I agree to cooperate with the school in the implementation of this policy.

Signed: _____ (parent)