

# Code of Behaviour Policy



## **INTRODUCTION**

Ballinderreen NS aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

Our aim is to create a happy, secure environment for our pupils in which there is a sense of good order and a reasonable approach to discipline. This revised Code of Behaviour comes into effect on 19<sup>th</sup> of December 2023. The code has been considered by the Parents Association, Staff, and approved by the Board of Management. The code is mindful of the Curriculum, the school's Health & Safety Statement, Anti-Bullying Policy, Admission and Child Protection Policy.

The school Code of Behaviour applies to all children in the school.

## **GENERAL GUIDELINES FOR BEHAVIOUR**

All pupils are expected to behave in a reasonable manner both to themselves and to others, showing consideration, courtesy and respect for other pupils and adults at all times. Respect must be shown at all times. Respect must be shown for the property of the individual and of the school at all times. The code of Behaviour covers the following areas:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment and behaviour on school outings
- Attendance at school/Education Welfare Act
- Homework after school and extra-curricular activities.
  - Online Learning

## **BEHAVIOUR IN CLASS**

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards a teacher (e.g. defiance, cheek) are unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with the right (e.g. constant disruption of the class persistent distracting of others) is considered unacceptable behaviour. In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher.

## **CLASSROOM RULES**

1. Be ready for class.
2. Good manners are expected at all times- Always do your best and allow others to do the same.
3. Raise your hand, wait for attention and listen to the person who is speaking.
4. Take good care of personal and classroom property.
5. Ensure you are safe in class and make it safe for others.

## **AUTISM CLASS**

It is accepted that children with autism may display challenging, defiant or oppositional behaviour. All efforts will be made by the school to manage such behaviours according to specific strategies outlined in a child's behaviour plan.

### **DAILY MANAGEMENT OF BEHAVIOUR IN THE AUTISM CLASS**

Staff should respond to behaviour misdemeanors calmly, according to the school's positive behaviour management approach. Children should be treated with dignity and respect at all times. Children's behaviours should be redirected subtly and calmly by staff at all times. Incidences of behaviour misdemeanors should be consistently recorded by the autism-class staff in an agreed format, e.g. ABC charts, behaviour tracking charts, 5 point scale. Behaviours should be analysed in order to identify the potential triggers or the functions of the behaviour. Serious behaviour misdemeanors should be recorded in the incident book. If a child displays repeated and consistent negative behaviours, the information from these behaviour charts should be used to develop a behaviour plan, in collaboration and agreement with the parents of the child and supporting services, where possible. A behaviour plan should outline a clear behaviour goal, or 'desired replacement behaviour'.

Staff should select appropriate intervention strategies. All staff working with this child should employ these strategies consistently.

### **MANAGEMENT OF EXTREME SERIOUS BEHAVIOUR MISDEMEANORS**

Autism-class staff should adapt the Emergency Safety Plan (Appendix 1) which outlines procedures to be followed in the incidence of an extreme challenging behaviour. The Board of Management advises that the procedures to be followed include:

1. Serious incidences of behaviour misdemeanours should be communicated immediately to the principal by phoning the school office. Serious incidences of behaviour may include a child's attempts to injure him or herself or attempts to injure another person.
2. Where the behaviour of one child escalates to the extent that the safety of children or staff are at risk, all other children should be evacuated from the room.
3. Staff are not trained in manual handling and the Board of Management does not advise the use of this approach. Staff should not attempt to move a child who is experiencing a serious behaviour tantrum or meltdown. Staff should remove any items which the child may use to hurt him or herself and supervise the child from a safe distance.
4. If a child or staff member is seriously injured, staff should notify the office immediately and an ambulance or GP will be called, the principal informed and parents/guardians contacted. Staff may administer First Aid if needed.
5. Where a child's behaviour impacts in a negative way on the education or safety of other children in the class, or on the safety of staff, sanctions may be applied as outlined in the school Code of Behaviour.

### **Continued Professional Development**

The BOM of Ballinderreen NS will support access to relevant CPD for school staff when appropriate. Specialist training can be accessed via the Special Education Support Service (SESS) and Middletown Centre for Autism and NCSE as well as Education Centres. In-school training from previously trained staff is also encouraged. Staff who are working in the class should discuss and identify their learning needs in consultation with school management at least once per term and seek training opportunities. Where possible, in-school training workshops will be organised and made available to all staff, i.e. teachers and SNAs in mainstream as well as in the Special Classes.

### **Success Criteria**

All efforts are made to ensure the integration and inclusion of children in the Specific Classes for Autism within the whole school context, with due regard for the level of needs of the child, available resources and suitability for integration.

### **BEHAVIOUR IN THE PLAYGROUND**

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be stopped. Any behaviour which interferes with other pupils play is not permitted. Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher, this includes re-entering the school building.

### **THE ESSENTIAL OUT OF CLASS RULES**

1. Stay within the boundaries in yard.
2. Play safely and fairly. Treat others fairly, the way you would like yourself to be treated.
3. Keep yard and school environment litter free and tidy.
4. Stay clear of fire alarm and respect all school property.
5. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.

### **BEHAVIOUR IN THE SCHOOL ENVIRONMENT & BEHAVIOUR ON SCHOOL OUTINGS**

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is unacceptable. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Pupils must show respect for school property at all times. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner. Pupils are encouraged to be respectful of each other on their way to and from school. When on school outings pupils are expected to behave in an orderly manner and show respect for public property. They should always co-operate fully with teachers and SNA'S.

### **ONLINE LEARNING**

Classroom rules applying if teaching and learning is moved online.

### **ATTENDANCE/EDUCATION WELFARE ACT**

Under the Education Welfare Act 2000, absences or lateness must be explained by a brief note on Aladdin. Absences of 20 days or more must be referred by the school to Education Welfare Board. Any child wishing to leave school early must have a note signed by their parent. The Education Welfare Officer is available to support parents with attendance issues. 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 08:50 each morning.

When a pupil has to leave school early (i.e. before 14:40) a note from parents must be brought to the class teacher stating the time at which the pupil is to leave.

### **HOMEWORK**

It is the policy of the school to assign homework on a regular basis. The time taken for this will vary from child to child. Homework is recorded in the pupil's journal. 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. Generally, homework is not given at weekends. On occasion a pupil may be asked to complete written work over the weekend due to poor behaviour or work not being complete during the week. Written work must be done neatly and carefully. Graffiti on textbooks and copy books is not permitted.

### **MOBILE PHONES/IPODS/ELECTRONIC GAMES**

Use of mobile phones, iPods and electronic games during school hours is strictly forbidden. All phones must be switched off and kept in school bags at all times. 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.

### **SCHOOL UNIFORM**

All pupils must wear the school uniform.

### **SCHOOL JOURNAL**

The school journal is an important communication tool between parents and the school. Please read and sign the journal each night.

### **PARENTS ROLE**

Parents play a crucial role in shaping the attitudes that produce good behaviour in school.

Parents can co-operate with the school by: -

- (a) explaining the school rules and the reasons for their inclusion the code.
- (b) encouraging their children to abide by the school rules.
- (c) ensuring that homework is allocated due time and effort by the child.
- (d) visiting the school when requested to do so by the principal or other member of staff.

### **MISBEHAVIOUR SANCTIONS**

Each teacher has responsibility for the maintenance of discipline within his/her own classroom while sharing the common responsibility for the good order within the premises. Discipline is not intended to be harsh or repressive but rather seeks to have pupils recognise and overcome their weakness. It is always administered with consistency, fairness, understanding and compassion.

The following sanctions may be used to show disapproval for unacceptable behaviour.

- (a) Reasoning with pupil.
- (b) Demand verbal/written apology.
- (c) Reprimand (including advice on how to improve).
- (d) Confiscation of inappropriate or distracting items.
- (e) Temporary separation from peers, friends and other.
- (f) Detention during a break.
- (g) Prescribing additional work.
- (h) Incomplete or badly presented homework may have to be re-done.
- (i) A note in the child's homework notebook to be signed by parents.

- (j) If a child's behaviour is a source of danger/disruption to himself/herself or others he/she may be removed from the activity in which he/she is involved.
- (k) Referring to Principal.

### **Internal Suspension**

Internal Suspension is when a pupil is removed from their own base class and is placed in another class for a part of the day. This will be activated when serious misbehaviour occurs.

### **Suspension**

This procedure is used in the case of gross misbehaviour and or health & safety grounds:

- a. If there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. If considered warranted the Principal reserves the right to suspend the pupil for 1 day initially. This power of suspension is delegated to the principal by the school Board of Management.
- b. In certain circumstances the Principal with the approval of their Chairperson of the BoM may suspend a pupil for 5 school days
- c) A meeting of the BoM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000. **APPEAL** Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

### **EXPULSION**

This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

### **GROUNDS FOR EXPULSION**

When Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process

Continued presence of pupil constitutes a real and significant threat to safety

Pupil responsible for serious damage to property.

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Possession of illegal drugs
3. Supplying illegal drugs to other pupils in the school
4. Actual violence or physical assault
5. Serious threat of violence against another pupil or member of staff.

### **PROCEDURES IN RESPECT TO EXPULSION**

1. Detail investigation by school principal
2. Recommendation by principal to Board of Management
3. Board of Management considers Principals recommendation and holds hearing
4. Board of Management decision.
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision.

### **CONCLUSION**

The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self-discipline.

**Ratification**

This Policy was ratified by the Board of Management on Tuesday December 19<sup>th</sup> 2023 and will be reviewed in December 2026.

A rectangular box containing a handwritten signature in black ink that reads "Máire Fenton".

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Máire Fenton  
Chairperson

A handwritten signature in black ink that reads "Barry Quinn".

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Barry Quinn  
Principal

# **Appendix 1**

## **Safety Plan/Emergency Response**

If CHILD X engages in extreme injurious behaviour as described below or injures another child/staff member:

**PHONE OFFICE IMMEDIATELY**

### **Extreme Self-Injurious Behaviour**

#### **1. Attempts to injure himself**

If CHILD X causes harm to his own body whereby he cut himself, bangs his head against the wall where he causes his skin to break / bites himself breaking the skin

### **Extreme Injurious Behaviour (to others)**

#### **2. Attempts to injure / injures peer**

If CHILD X causes harm to the body of a peer e.g. bites a peer; throws an item at a peer – making contact; bruising or marking the skin of a peer; intentionally knocks a peer to the ground; picks up and throws a peer;

#### **3. Attempts to injure / injures staff**

If CHILD X causes harm to the body of a staff member e.g. bites a staff member; throws an item at a staff member – making contact; bruising or marking the skin of staff member; knocking staff member to the ground; grabbing staff member by the neck/headlock,

Role of Staff:

- *Staff member 1:*  
Stay with CHILD X, remove any item that he is attempting to hurt himself/others with and/or administer First Aid if needed
- *Staff member 2 & 3:*  
Remove other children from the classroom for their safety.

If there are less than two adults present **Ring school office**

