



Redeemer Boys' N.S. Code of Behaviour

Introductory Statement:

The following policy was drawn up following consultation between Redeemer Boys' N.S. Board of Management, the School's teaching staff and representatives from the Parents' Association.

Rationale:

The Code of Behaviour was reviewed at this particular time as:

Positive Behaviour is central to the effectiveness and cohesiveness of our school community.

To ensure an orderly climate for learning in the school, it is a requirement under the Education Welfare Act, 2000, Section 23 (1), that the Code of Behaviour shall specify:

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

This policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.

Communication between the school and parents is of great importance and therefore it is hoped that this Code of Behaviour will help promote positive home school relationships through fostering social and moral education.

Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Redeemer Boys' N.S. to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Redeemer Boys' N.S. is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Relationship to the characteristic spirit of the school:

Redeemer Boys' N.S. is a primary school under the patronage of the Catholic Archbishop Eamon Martin of Armagh. Linked to the RBS crest on our school uniform, our mission statement reads as follows:

'We are **R**espected here. We **B**elong here. We can **S**ucceed here.'

Our school is committed to the following aims:

- Enabling each child to live a full life and to realise his or her full potential as a unique individual
- Enabling each child to develop socially through interacting and cooperating with others
- Preparing each child for further education, work and lifelong learning through the provision of appropriate learning opportunities.
- Creating an atmosphere conducive to the development of the child based on fairness, respect and tolerance.
- Fostering, developing and maintaining a good home/school relationship.

Our school seeks to nurture the children in all dimensions of their lives and provide quality learning experiences through a broad, balanced and relevant curriculum in a safe and happy environment.

We maintain a close relationship with the parents and the local community and we encourage our pupils to participate in parish activities where appropriate.

Racism and Discriminatory Behaviour:

Redeemer Boys' N.S. is committed to fostering a school environment that is inclusive, respectful and safe for all pupils, regardless of race, nationality, ethnicity, religion, language or cultural background.

Racism, in any form, is not tolerated in our school community. Racist behaviour is defined as any incident which is perceived to be racist or discriminatory by the victim or by any other person.

Racist behaviour may include verbal abuse, name-calling or derogatory remarks related to race, ethnicity or nationality; exclusion or isolation of a pupil based on difference; physical intimidation or threats; use of offensive symbols, gestures or written material; or online / digital communication that is discriminatory in nature.

All incidents of racist behaviour will be treated as serious or very serious breaches of the Code of Behaviour and will be addressed in line with the school's procedures for managing inappropriate behaviour, with parental communication, appropriate sanctions and restorative follow-up where appropriate.

The school will actively promote inclusion and respect of diversity through SPHE and other curricular areas, through positive modelling by staff and through opportunities for pupils to learn about and celebrate different cultures and backgrounds.

Aims:

Redeemer Boys' N.S. aims, through this policy:

- To create a culture of good behaviour: for learning, for community, for life

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration of others
- To foster nurturing, restorative and relationship-focused approaches that help pupils learn from mistakes, repair relationships and make positive choices
- To promote positive behaviour and self-discipline while recognising the differences between children and the need to accommodate these differences
- To ensure the safety, happiness and wellbeing 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 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 throughout the school
- To develop pupils' self esteem and sense of responsibility and foster respect for self and others
- To enable teachers to teach without disruption

Content:

The policy is addressed under the following headings.

Guidelines for behaviour in the school

Whole school approach to promoting positive behaviour

- Staff
- Board of Management
- Parents
- Pupils

Positive strategies for managing behaviour

- Classroom
- Playground
- Other areas in the school
- Behaviour in Class
- Behaviour out of Class

Strategies for responding to behaviours of concern

- Restorative meetings/conversations
- Practical steps in managing and modifying behaviours of concern
- Involving parents in management of behaviours of concern
- Managing aggressive or violent behaviour

Classification of Unacceptable Behaviour

- Minor unacceptable behaviour and strategies
- Serious unacceptable behaviour and strategies
- Very serious unacceptable behaviour and strategies
- Behaviour on the yard
- School related activities
- Before and after school

Suspension / Expulsion

- Suspension
- Expulsion
- Appeals

Keeping records

- Class
- Playground
- School records
- Attendance and absences

Appendices

- Appendix 1: Staged Approach to Physical Fighting (and Aggression)
- Appendix 2: Code of Conduct for Parents/Guardians and Visitors
- Appendix 3: Physical Interventions and Responding to Crisis Situations

Guidelines for behaviour in the school:

The Education Welfare Act, Section 23, states that the code of behaviour shall specify “*the standards of behaviour that shall be observed by each student attending the school*”.

Standards of behaviour should reflect values such as:

- 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.

[Guidelines for Schools, NEWB, 2008 Pg 36]

The guidelines also suggest that children should be encouraged to commit to the following:

- 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.

[Guidelines for Schools, NEWB, 2008 Pg 36 & 37]

Taking account of the above guidelines the Standards of Behaviour in Redeemer Boys’ N.S., Dundalk, Co. Louth are as follows:

Respect and Courtesy

1. Each pupil is expected to behave in a responsible manner towards both themselves and others at all times.
2. Each pupil is expected to treat all other pupils, members of staff and visitors to the school with respect and courtesy at all times.
3. Each pupil is expected to be truthful and adhere to school rules at all times.
4. Each pupil is expected to respect issues of difference that may arise from time to time.
5. Each pupil is expected to be respectful of our school environment.

Behaviour in Class

1. Pupils are expected to abide by the rules of the classroom.
2. Pupils are expected to take pride in their appearance and have all books, copies and materials as required.
3. All pupils are expected to work to the best of their ability.
4. Respect, courtesy and co-operation are basic to classroom behaviour. Pupils must respect the right of others to learn in a secure and safe atmosphere.
5. Pupils must follow teachers' instructions at all times.
6. Each pupil is expected to show respect for the property of the school, other children's and their own belongings.

Behaviour out of Class

1. Pupils are encouraged to mix and play appropriately with other children and be inclusive of their peers and other pupils using their yard space.
2. Any behaviour which endangers one or more children or which interferes with other pupils at play is not permitted. Any such behaviour will be logged in the 'Yard Log' and continuous misbehaviour will be dealt with using the supervised 'Off Yard' system.
3. Pupils should not leave the boundaries of the playground at any time without prearranged permission [from parents/guardians] or the supervising presence of a member of staff at playtime.
4. Pupils should eat their lunches in their classrooms between 12.30-12.40 each day. They will remain seated at all times when consuming their lunch.
5. All pupils will go out at break times except when poor weather prevents outdoor activity. In a general sense if a child is deemed too ill to go outside, they should not be in school and should convalesce at home until they are well enough to return.

Section 23 (4) of the Act further states that, prior to registering a pupil, the Principal teacher shall provide the parents of the child with a copy of the school's Code of Behaviour and that the Principal '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'.

Whole School Approach in Promoting Positive Behaviour:

The elements of a whole school approach to behaviour include:

- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management where ethos, policies and practice are in harmony
- An inclusive and involved school community
- A systematic process for planning and reviewing policy

Each member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum and applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. **Good behaviour will be encouraged and rewarded either on an individual or classroom basis and/or on a whole school basis as deemed appropriate. Where difficulties arise, parents will be contacted at an early stage.** All staff will use calm, consistent and respectful approaches when addressing behaviour, with a focus on prevention, positive reinforcement, relationship-building and clear, predictable follow-through.

Staff

Staff as a team should have opportunities to confirm that all school policies and practices support the objectives of the code of behaviour (p. 32 Guidelines)

- The formulation, review and redrafting of the Code of Behaviour will involve all teachers and relevant staff members
- Staff meetings, particularly those at the start of the new academic year, will have designated time for teachers to discuss and consult on new class groupings with the previous year's teacher as regard behaviour. These discussions may also take place during the time allocated under the 'Croke Park Agreement'
- All relevant reference material provided by the DES will be made available in the staffroom
- Feedback on draft policy will be sought from representatives of the Parents' Association
- Staff will discuss and agree how best classroom rules can be developed by the children themselves using lessons within curriculum areas such as SPHE, Religion and Drama.
- Due regard will be given to the age of the pupils and to individual difference

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

- **Teachers' Responsibilities:**

- Support and implement the school's Code of Behaviour
- Assist in creating a safe working environment for each pupil
- Recognise and affirm good work
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Use calm, consistent language and agreed responses when addressing inappropriate behaviour
- Allow pupils reasonable 'take-up time' to respond to instructions and to make positive choices
- Use restorative conversations where appropriate to help pupils reflect on their behaviour, its impact on others and how matters can be put right
- Work collaboratively with colleagues, parents and support staff to put in place personalised behaviour supports where these are required
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour and inform Principal
- Provide support for colleagues
- Communicate with parents where necessary and provide reports on matters of mutual concern

- **Principal's Responsibilities**

- Promote a positive climate within the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Support all staff members
- Arrange for review of Code, as required

Board of Management

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management.

The Board should make efforts to involve the school community in devising the code of behaviour. The Board of Management should formally record the adoption of the code of behaviour, the commencement date and decisions in relation to when the code will be reviewed.

In our school:

- The BOM is familiar with the Code of Behaviour and engages in its review and redrafting
- The BOM is supportive of the principal teacher in the application of a fair Code of Behaviour and discipline in the School
- The BOM plays a role in fostering understanding and co-operation between teachers, parents and pupils and is supportive of the teaching staff with regard to the implementation of the Code
- The BOM encourages participation of staff in in-service programmes/days relevant to the Code of Behaviour through provision of staff development opportunities
- The BOM is consulted in the event of a serious breach of the Code of Behaviour
- The BOM has the right to suspend a student and they have delegated this authority to the Principal in cases where immediate suspension may be required.

Parents

- Co-operation between parents and teachers is essential for the child's development. If parents wish to make an appointment to meet with a teacher or the Principal at any time during the academic year they are encouraged to make an appointment through the school secretary. At Parent /Teacher meetings behavioural matters as well as academic and socialisation matters are discussed, all being viewed as having equal importance in a child's whole school experience. Formal Parent/Teacher meetings take place once a year in early November, thus allowing the teachers' sufficient time to work with children and become familiar with their strengths and areas for improvement. Should a Teacher/Principal feel that matters are of a more urgent nature they may request a meeting with parents before the annual Parent/Teacher meeting
- Parent Nominees on the BOM actively contribute to discussions and reviews relating to the school's Code of Behaviour.
- It is the Parents'/Guardians' responsibilities to:
 - Ensure that children attend regularly and punctually
 - Are supported and encouraged in their school work
 - Are familiar with the Code of Behaviour and support its implementation
 - Ensure that children co-operate with teachers
 - Communicate with the school in relation to any problems which may affect their child's progress/behaviour

Pupils

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 (p. 16 Guidelines)

- Each September the Code of Behaviour is explored through curricular areas such as SPHE, Religion and Drama, and the Principal may visit the individual classrooms to discuss the code with the children
- At least once a year, Code of Behaviour issues and classroom rules are discussed and reviewed using the 'Circle Time' model within the classrooms, where children will explore what is working well and aspects they may have suggestions on (CTs to feed back to the Principal)
- Pupils have a role to play in the ongoing implementation of the Code of Behaviour through:
 - ◆ Contributing to the Code of Behaviour;
 - ◆ Drafting rules for the classroom;
 - ◆ Taking part in Assemblies;
 - ◆ Having assigned roles within the school community e.g. organising inclusive games for junior children, Buddying, assisting in supervision on wet days, etc.

- **Pupils' Responsibilities**

- Attend school regularly and punctually
- Listen to their teachers and act on instructions/advice
- Show respect for all members of the school community
- Respect all school property and the property of others
- Be conscious of the safety of others at all times
- Refrain from all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Bring correct materials/school books to school
- Follow school and class rules
- Reflect on their behaviour and, where difficulties arise, work with staff to make positive changes
- Treat differences with respect and refrain from racist, discriminatory or hurtful behaviour

Positive Strategies for Managing Behaviour:

The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'. (Managing Challenging Behaviour, Guidelines for Teachers, INTO 2004/ 5).

Classroom

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

The following positive strategies will be used consistently by all adults in the school in line with the Incredible Years Programme. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

- Teachers and SNAs will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.
- "Ground rules"/ behavioural expectations in each class that are consistent with the ethos as expressed in the Code of Behaviour and which set a positive atmosphere for learning;
- Pupil input in devising the class rules;
- Ensuring that pupils understand and are frequently reminded of how they are expected to behave;
- A quiet word or gesture to show approval. All adults will be looking out for children who show Redeemer Boys' N.S. Values and go over and above;
- A clear and fair system acknowledging and rewarding good behaviour such as a sticker, a lucky dip, praise, homework reduction, Golden Time, positive note/letter home from CT, SET, DP or P, Phone calls home to share success, Student/Achiever of the Month Certificates and sanctions for misbehaviour, such as Time out, loss of a privilege etc.;
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation e.g. effective timetabling;
- Delegation of responsibility within the classroom to promote a sense of shared ownership.

To ensure all adults work from a common understanding when responding to challenging behaviour in a calm and consistent way, the following practices may be used, in addition to the above:

- Giving 'first attention' to positive conduct and noticing pupils who are ready to learn, respectful and kind in their actions
- Using short agreed scripted responses such as: "Think carefully about your next choice." "This behaviour is not acceptable." "What can you do to make this right?"
- Giving pupils sufficient time to respond to directions and avoiding unnecessary confrontation
- Using age-appropriate class-based recognition such as positive notes home, class recognition boards or acknowledgement of pupils who go 'above and beyond' expectations
- Following through consistently on agreed expectations and consequences

Playground

Yard Duty is done by teachers and SNAs each break time. A time table for yard duty is prepared on a termly basis and shared with staff as necessary. Should a teacher be unexpectedly absent, the next teacher on the list shall cover their Yard Duty. If there is prior knowledge of a forthcoming absence, then arrangements can be made between teachers to swap scheduled sessions of yard duty.

Children are not permitted inside the school building during play time unless a note specifically requesting that they are allowed to stay in is provided by parents or they are using the toilet facilities. Those who are sick will be seated at the 'Sick Bay' outside the secretary's office where they can be observed. If a child is in a condition where it is deemed unsafe to leave them unaccompanied, then an SNA may be requested to stay with the sick child inside the school building. If instances of misbehaviour occur repeatedly, all teachers will be informed so the relevant areas on the yard may be monitored more closely.

Suitable board games and drawing equipment is available in each classroom on occasions where poor weather prevents outside play. Pupils may also engage in 'Busy Breaks' and dance activities as per our Active School initiative.

In cases of misbehaviour on yard, an incident log is maintained (online group) and relevant details of the incident will be recorded by the teacher on Yard Duty using only initial and class. The Teacher or SNA may ask the child to stand out at the wall/thinking chair for a period of reflection. In more serious incidents a child may be given an off-yard sanction for the following day/end of week (once off serious incident OR two minor incidents noted in log across the week). In extremely serious incidents, a child may be removed from the yard and placed inside the school building [at the Sick Bay] for the remainder of the break time and a note is sent home or parents are contacted and asked to meet with the teacher/principal to discuss the incident.

N.B. There is a separate Strike system in place for football incidents (e.g. rough tackles, poor sportsmanship). Please log Strikes in online group as well.

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this may be responded to by SNAs who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required.

Other areas in the school

Each classroom in the senior school has its own designated toilet facilities. Only one child at a time is allowed out to the toilet areas during class time. The class teacher may monitor the use of facilities from time to time.

Children will only circulate in the general school building when they are carrying out a specific task / job. Where it is reasonable the children will carry out such duties in pairs rather than individually.

Children who attend the SET Team will usually be collected at their classroom door by the teacher

General Behaviour in the School will be an issue regularly addressed at monthly assemblies / visits by the principal to the classrooms.

Staff will be clear on the expectations regarding behaviour in the general school grounds and will monitor it and implement the Code of Behaviour in a fair and consistent manner.

Behaviour in Class

- Pupils must have all books and materials or equipment required.
- All pupils are expected to work to the best of their ability. Written work must be presented neatly.
- Respect and courtesy are basic to classroom behaviour. Disrespectful behaviour towards other pupils, a teacher or any visitor to the school is unacceptable.
- Pupils must respect the right of others to learn. Any behaviour that interferes with this right e.g. regular disruption of the class or persistent disturbance of others is unacceptable behaviour. Pupils are expected to cooperate fully with their teacher's instructions as given so that an effective education programme can be undertaken.
- Pupils are expected to wear the correct uniform each day.

Behaviour out of Class

- Classroom, toilets, corridor and yard areas: Pupils should treat others as they wish to be treated themselves. Pupils should behave in an orderly manner at all times and must walk when going from one area to another within the school building. Running or talking aloud, while on errands, within the school building is forbidden at all times. When moving in class groups children must walk quietly and in single file to the right. Teachers will seek to ensure that standards of safety are observed and shall prohibit games or activities considered to be dangerous. Any directions given by teachers must be complied with.
- Bad weather: On such days pupils remain in their classrooms for breaks. They must observe implicitly any directions given by teachers and safety procedures must be followed at all times.
- Behaviour in Yard: Respect and consideration for others are the basics. Any form of verbal or physical abuse of others is unacceptable and is considered to be serious misbehaviour. When the grass is wet all pupils must play in the tarmac area only.
- Accidents: If a child is involved in any accident or hurt in any way it must be reported to a teacher / adult on yard supervision. Should the injury be considered to be of a serious nature the parents / child-minder should be informed and asked to bring the child home. Serious accidents / incidents are recorded in the Incident Report Book.
- Bullying and intimidation of others: This is always regarded as a serious offence. All forms of threatening behaviour are unacceptable. Children must be able to attend school and go home safely without fears. If children are being bullied or threatened either verbally or physically teachers must be told so that the matter can be dealt with effectively via procedures laid out within the KiVa Programme. See also Anti-Bullying Policy.
- Homework: It is the policy of this school to assign homework on a regular basis – no written homework at weekends or in the months of September, December and June. Parents should encourage their children to read routinely. Homework is an important part of a child's learning. It links the home and school and can be a means of self discipline and good study habits for the pupil. Parents are strongly advised to take an active interest in their child's homework. If homework causes stress or worry to the child parents are asked to talk to the teacher. Homework should not take an overly long time. T.V. and games consoles should not be permitted during the homework period. If for any reason homework cannot be completed parents are asked to talk to the teacher or forward a written note. See also Homework Policy.

Strategies for Responding to Behaviours of Concern:

When responding to behaviours of concern Redeemer Boys' N.S uses a problem-solving approach, involving the following steps:

1. Gathering information to understand the context and the factors that may be affecting behaviour
2. Formulating ideas about possible solutions that take account of the reasons why it may be happening
3. Deciding and agreeing on specific strategies
4. Implementing the agreed strategies consistently
5. Reviewing and evaluating the effectiveness of the intervention
6. Keeping the relationship with the pupil as positive as possible *and prioritising the early involvement of parents.*

Please note the Restorative Approach as our 'Go To Response' to behaviours of concern:

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At Redeemer Boys' N.S., we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What do you think needs to be done to make things right?
6. If this happened again, how could you do things differently?

These restorative questions will be used to support restorative meetings and/or conversations. For First to Sixth Class pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

At Redeemer Boys' N.S., we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Behaviour Support Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' (maybe during Golden Time) or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'** - a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This may be during Golden Time or at the start of breaktime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'** - is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement** - We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Teachers will deal with most of the behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Managing Behaviour Engagement with learning is always our primary aim at Redeemer Boys' N.S.. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying behaviours of concern

Learners are held responsible for their behaviour. Staff should aim to deal with behaviour without delegating. Staff may use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

- 1) Warning
- 2) Proximity control or seat change
- 3) Time out (in class)
- 4) Documentation/Loss of privilege
- 5) Time out (out of class, in another room)
- 6) Parental contact/Referral to member of ISM

N.B. For some pupils, additional support may be required in the form of specific behaviour targets, monitoring, support plans developed in consultation with parents and relevant staff.

School Approach to Behaviours of Concern include

Aspect	Agreed descriptions- Agreed ways of describing behaviour of concern
Nature	Unkind, disrespectful, hurtful, upsetting, mean,
Intensity	Planned, intended, rough, deliberate
Persistence	Repeatedly, daily, every time we....e.g. line up etc., first, second, third etc.

Arrangements for recording behaviour

Yard Log for Junior & Senior Classes/Accident Book/Incident Folder are used for -

- Recording details of Behaviour of concern on yard which may be a once off incident, non-accidental in nature and need to be recorded due to the level of inappropriateness.
- Recording incidents of Behaviour of concern which occur regularly and which have led to parental involvement and the use of interventions to help the pupil to improve their behaviour.

Levels of Intervention	
Support for all	Most pupils behave appropriately, with the help of consistent and clear rules and routines. Occasional, minor misbehaviour are attended to routinely and effectively through the skill of the classroom teacher, e.g. a verbal reprimand.
Additional Support for some pupils	Some pupils need more active intervention to help them improve their behaviour, e.g. setting targets for behaviour and monitoring them, referral to another teacher, e.g. deputy principal or principal.
Specialised Support for a small minority of students	Working with local support services that may be able to assist in responding to the needs of a student with behavioural difficulties, e.g. NEPS HSE Community Services National Behavioural Support Service National Council for Special Education Gardaí SESS

Sanctions

The purpose of a sanction is to bring about change in behaviour through:

- Helping pupils to realise that their behaviour is unacceptable/inappropriate;
- Helping them to recognise the effect of their actions and behaviour on others;
- Helping pupils to recognise [in a way appropriate to their age and development] to understand that they have choices about their own behaviour and that all choices have consequences;
- Helping them to learn to take responsibility for their behaviour;
- Reinforcing the boundaries as set out in the code of behaviour;
- Signalling to other pupils and staff that their wellbeing is valued and protected.

In serious incidents, sanctions help:

- Prevent serious disruption to teaching and learning;
- Keep pupils and staff safe.

Good practice in the use of sanctions

Sanctions should be used in such a way that ensures:

- Sanctions are part of a plan to change behaviour;
- They are used consistently and are proportionate and appropriate.

The purpose of a sanction in Redeemer Boys' N.S is to discourage inappropriate behaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- Reasoning with pupil;
- Verbal reprimand including advice on how to improve;
- Removal from the group (in class);
- Withdrawal from the particular lesson or peer group;
- Withdrawal of privileges;
- Carrying out a useful task in the school;
- Prescribing extra work or a behaviour worksheet/think sheet;
- Supervised off-yard time at big break on Friday;
- Communication with parent[s];
- Referral to principal;
- Principal communicating with parents;
- In School suspension (partial or full day);
- Formal report to the Board of Management;
- Exclusion [Suspension or Expulsion] from the school in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000].

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety.

Application and Communication of Sanctions ~ Staged Approach

<i>Stage</i>	<i>Parties Involved</i>
<i>Stage 1</i>	Class teacher with pupil
<i>Stage 2</i>	Class teacher contacts parent, may need a meeting with teacher, parent/s and pupil
<i>Stage 3</i>	Referral to deputy principal Deputy principal speaks to pupil
<i>Stage 4</i>	Deputy principal contacts parent/s via telephone followed by face-to-face meeting
<i>Stage 5</i>	Referral to principal Principal speaks to pupil and arranges a face-to-face meeting with parent/s

Stage 6	Report to BOM
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It is hoped that when inappropriate behaviour is addressed in its early stages and with parental support and positive self application on the part of the pupil, progression through the latter stages will not be necessary. However it is also important to note that should an incident of inappropriate behaviour occur that is deemed to be wholly unacceptable progression to Step 4 may be immediate. Equally a child may be sent directly to the principal during the school day following an incident and therefore delaying/erasing stage two, if appropriate.

Involving Parents in Managing Behaviours of Concern

- Where a pattern of behaviours of concern is observed or a single incident occurs that causes significant concern for staff, parents/guardians will be contacted.
- The class teacher will make initial contact with parent[s] to outline and discuss incident[s] that are causing concern if the incident is class related.
- Having discussed and established proposed actions, the class teacher will continue to monitor behaviour and keep in regular contact with parent[s] to inform them of the pupil's response
- Should interventions fail at this stage, the principal will contact parents and invite them to a meeting in the school which will initially involve the principal, the parent[s] and the class teacher and, where feasible, the deputy principal. Further interventions may be devised with input from all parties and a timeframe outlined for implementation and monitoring.
- Agreement will be established at the meeting as to how best the monitoring process can be communicated to parent[s] and when communication is to occur.
- If considered appropriate, the pupil may join the meeting so that the agreed interventions can be explained in the presence of their parent[s] and all can be assured of a clear understanding.
- In certain cases, representatives of the BOM may be requested to attend.

It is important for parents to know that where a pupil's, "behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of the other students and staff.....It is the responsibility of school authorities to maintain a classroom and school environment which is supportive of the learning of every student in the school and which ensures continuity of instruction for them."

[Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, pg 4]

Managing Aggressive or Violent Misbehaviour

Strategies used for dealing with serious emotional and behavioural problems include:

- Children who we have psychological concerns about should be referred for psychological assessment (Primary Care);
- Appropriate support being sought from services available e.g. Health Service Executive, NEPS, NCSE, SENO etc.;
- The school makes available its facilities as a meeting place for multidisciplinary teams or care teams;
- Where appropriate SNAs contribute to the meetings;

- Staff members are encouraged and facilitated where necessary to participate in relevant professional development courses.

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff:

- The principal is contacted immediately;
- Every reasonable effort is made to 'make safe' the immediate scene for the pupil himself and all others. Where possible the pupil is removed from the immediate vicinity of his peers or vice versa, but remains under the supervision of a minimum of two adults;
- Relevant external authorities such as Parents/Doctor are contacted immediately. Should the school be unable to contact parents the emergency contact numbers which were provided upon enrolment will be rang.

Child is removed from school grounds in as safe and as sensitive a manner as is possible

Sanctions for Physical Aggression

Any incident involving hitting, striking, kicking, spitting at or throwing objects with intent to cause harm will be treated as very serious misbehaviour.

The response will include immediate intervention by staff to ensure safety, removal from the situation where necessary, recording of the incident, communication with parents / guardians and referral to the Principal.

Depending on the severity and context of the incident, the school **may** apply the staged sanctions set out in this Code, the procedures in Appendix 1, suspension procedures and / or individual behaviour support measures.

In rare circumstances, staff may use physical intervention as a last resort to prevent harm, in line with Appendix 3: Physical Interventions and Responding to Crisis Situations.

Classification of Unacceptable Behaviour:

1. Minor Unacceptable Behaviour

- Persistent talking out of turn in class
- Leaving the seat without permission
- Homework not being done
- Littering
- Sending notes
- Deliberately wasting time
- Copying work from others
- Being inattentive during class
- Not working to the best of one's ability
- Not wearing school uniform

Strategies

- a) Reasoning with pupil
- b) Reprimand (including advice on how to improve)
- c) Temporary separation from peers, friends or others
- d) Note in homework diary
- e) Behavioural plan

2. Serious Unacceptable Behaviour

- Making rude signs or annoying gestures
- Using vulgar or bad language
- Laughing or jeering at others
- Not completing homework without a valid reason on an ongoing basis
- Entering buildings or classrooms without permission
- Absconding from the school grounds

Strategies

- a) Written line to be signed by parents/note in diary
- b) Being sent to another class at the teacher's discretion
- c) Loss of privileges
- d) Off-Yard during a break (for yard incidents)
- e) Prescribing additional work
- f) Behavioural plan

3. Very Serious Unacceptable Behaviour

- Bullying or threatening others
- Open defiance
- Making abusive, offensive, insulting or insolent remarks
- Wilful damage to school buildings, furniture, books, equipment or the property of others
- Fighting (see appendix 1 for phased approach to physical fights)
- Telling lies
- Showing disrespect to teachers
- Disrupting lessons by causing distraction on an ongoing basis
- Being generally aggressive or rough
- Repeatedly absconding from the school grounds

Racist or discriminatory behaviour

Hitting, striking, kicking, spitting at or attempting to physically harm another pupil or member of staff

Throwing objects with intent to cause harm to another pupil or member of staff

Strategies

- a) Referral to Principal teacher
- b) Possible application of Yellow/Red Card System (See Appendix 1)
- c) Communication with parents
- d) Suspension (temporary) after consultation with B.O.M

4. Behaviour on the Yard

- Piggybacks / lifting / carrying children is prohibited
- Pupils must stay in the yard area assigned to their class
- Trees are out of bounds
- Climbing or kicking fence around playground is not allowed
- Pupils must stay outside unless permission is given
- Classes let out one by one, walking (breaks and after school)
- Sick bay is the area outside the secretary's office
- Throwing of stones is prohibited

* All serious incidents are reported to principal and are recorded in Incident Report Book

School related activities

This Code of Behaviour applies to ***all school related activities***. When outside of the school grounds, but still the responsibility of the school, e.g. school tours, football matches, quizzes etc, the responsibilities outlined in this document apply.

Before and After School

Parents are reminded that the staff of the school do not accept responsibility for the pupils before 8.50 am or after the official closing time 2.40 pm for First Class – Sixth class and 1.40pm for Junior and Senior Infants, except where pupils are engaged in Breakfast/Homework Club or an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Suspension / Expulsion:

“Access to education shapes the life chances of children and young people in a fundamental way. For this reason a proposal to exclude a child, through suspension or expulsion, is a serious step, warranted only by very serious misbehaviour.

[Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008]

The entitlement to education is protected in a range of constitutional and legal provisions and in Human Rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court.

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their

procedures for suspension and expulsion in their code of behaviour.

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

Suspension

Authority to suspend

The Board of Management of Redeemer Boys' N.S has the authority to suspend a pupil[s].

The Principal has also been delegated the authority to suspend in instances where circumstances demand immediate action must be taken [see details below].

Grounds for Suspension

Proportionate response to behaviour that is causing concern.

Pupil's behaviour has had a seriously detrimental effect on the education of other pupils.

The pupil's continued presence in the school constitutes a threat to safety.

The pupil is responsible for serious damage to property.

One single incident of serious misbehaviour may be grounds for suspension, e.g. striking a teacher.

Forms of Suspension

➤ Immediate Suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of other pupils or staff of the school or any other person.

➤ 'Automatic' Suspension

Where, following appropriate investigations, 'Grounds for Suspension' are present.

➤ Rolling Suspension

When having returned to school from a suspended period, pupils engage in serious misbehaviour which again after appropriate investigation, gives rise to 'Grounds for Suspension.'

➤ Informal or Unacknowledged Suspension

Exclusion of a pupil for part of the day, as a sanction, or asking parents to keep a child from school as a sanction is a suspension.

Procedures in respect of Suspension

At all times fair procedures will be followed when proposing to suspend a pupil.

Procedure

- 1.** Inform the pupil and the parent[s] about the complaint, how it will be investigated and make all parties aware that it could result in a suspension. Informing parent[s] may be done verbally and in writing or in writing alone.
- 2.** Carry out investigation.
- 3.** Give parent[s] and student an opportunity to respond. This will generally be done in the format of a meeting. Those present will include the Principal, the Deputy Principal, relevant Teacher, Representative of the Board of Management.
- 4.** Following investigation, should the BOM decide suspension is to be implemented, a pupil will not be suspended for more than 3 days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.
- 5.** Written Notification will be given outlining
 - The period of the suspension and the dates on which the suspension will begin
 - The reasons for the suspension
 - Any study programme to be followed
 - The arrangements for returning to school and any conditions that may be involved
 - 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

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 pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. The Principal may impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened within a specified timeframe.

Parents will be notified immediately and arrangements made for the pupil to be collected. Should the school be unable to contact parents, the emergency contact number which they are required to give the school upon enrolment will be used.

After Suspension Ends/Reintegration of the pupil

A period of suspension will end on the date given in the letter of notification to the parents relating to the suspension. The school will have a plan to help the pupil catch up on work they have missed. Where possible, the school will provide a member of staff to provide support to the student during the re-integration process.

Clean Slate

Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this pupil as all other pupils.

Records and Reports

Written records will be kept of:

- The investigation;
- Decision-making process;

- Decision and rationale for decision;
- Duration of the suspension and conditions attaching;
- Where Principal has imposed suspension, a report will be given to the BOM;
- Report to NEWB if suspension is for 6 school days or more in any school year.

Expulsion

Under the Education Welfare Act, 2000, 'A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an Educational Welfare Officer' (Section 24(4)) It is the right of a Board of Management to take '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.' (Section 24(5))

The Board of Management of Redeemer N.S has the authority to expel a pupil[s].

Expulsion should be a proportionate response to the pupil's behaviour. Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will take have taken significant steps to address the misbehaviour and to avoid expulsion including:

- Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour;
- Making sure that the pupil understands the possible consequences of their behaviour, should it persist;
- Ensuring that all other possible options have been tried;
- Seeking the assistance of support services.

Grounds for Expulsion

- Pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupils continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where exclusion is considered, the school will have tried a series of other interventions, and believe that we have exhausted all possibilities for changing the pupil's behaviour.

Expulsion for a First Offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kind of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- A serious threat of violence against another pupil or member of staff;
- Actual violence or physical assault;
- Supplying illegal drugs to other students in the school;
- Sexual assault.

Procedures in respect of expulsion

At all times fair procedures will be followed when proposing to expel a pupil.

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

1. A detailed investigation carried out under the direction of the Principal/Deputy Principal ~ parents are informed in writing of the alleged misbehaviour and the proposed investigation;
2. A recommendation is sent to the BOM by the Principal/Deputy Principal;
3. Consideration is given by the BOM to the Principal's recommendation and a hearing is arranged with the Principal/Deputy Principal, parent[s], pupil, BOM representative present;
4. BOM deliberates and actions decided following the hearing;
5. Consultations are arranged by the Educational Welfare Officer;
6. Confirmation of the decision to expel is circulated.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

All relevant information in relation to suspension and expulsions will be available to all parents on request from the school office. The Principal and the Chairperson will prepare a response if and when an appeal is being investigated by the Dept. of Education and Science. The deputy principal / patron's nominee may be called upon here if issues of fairness are in question.

Keeping records:

All school records are kept in line with data protection legislation. Records are written in a factual and impartial manner.

Class

Class teachers are responsible for keeping Parent/Teacher meeting notes. Class teachers also write up end of year reports for each child in their care and a record sheet of their Standard score results. Both the Parent/teacher meeting and the End of Year Report Card allow for comments on behaviour.

Where a teacher has concerns about a child's behaviour, a record sheet may be used to record incidents of concern and actions taken (it is recommended that an Aladdin document, protected as appropriate, attached to the pupil is used in this instance). This record sheet can be used by the teacher to ensure that accurate and appropriate information regarding their child's behaviour is communicated to parents. Class teachers inform the school Principal that they have arranged to meet with parents and may request that the Principal be present/not present at the meeting.

Playground

A Yard Book (online for minor incidents), Accident Book and incident Folder (serious incidents) are available in the office and teachers on yard duty shall use these to keep a record of accidents and incidents of misbehaviour. The Yard Book is monitored on a weekly basis by the Deputy Principal (Junior Classes) and Principal (Senior Classes) to establish patterns of behaviour. The pupil may also have their statements recorded in the incident folder with regard to serious incidents of misbehaviour.

School records

- The Accident book is stored in the Office (Duplicate of report to be given to parent/s)
- Digital report cards are kept in the child's personal file on Aladdin Schools
- Communication with parents by the class teacher are copied and retained by the class teacher when deemed appropriate
- Communication between the school Principal and parents will be copied and retained in the pupil's personal file as appropriate
- Board of Management matters will be detailed in the Board of Management minutes book and Correspondence from the BOM will be copied and retained in the BOM file
- Correspondence with the EWS is kept in the EWS file

Attendance and Absences

Procedures for notification of pupil absences 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.

Redeemer Boys' N.S encourages school attendance through:

- Creating a stimulating and attractive school environment;
- Acknowledging/rewarding good or improved attendance;
- Adapting curriculum content and methodologies to maximise relevance to pupils;
- Adapting the class and school timetables to make it more attractive to attend and to be on time;
- Making parents aware of the terms of the Education Welfare Act and its implications.

The doors of Redeemer Boys' N.S open at 8.50 am. School finishes at 2.40pm. For Junior and Senior Infants school finishes at 1.40pm and it is the parents' responsibility to collect their child on time. Parents of pupils in First and Second Class are also required to collect pupils from the class teacher at the side door punctually at 2.40pm. Should a person other than the parent be collecting the child we would ask that the class teacher be notified of this arrangement.

Formal work begins at 9.00am. Children are expected to be in their classroom by this time. Every encouragement should be given to pupils to attend regularly and punctually.

The Board of management is not responsible for children arriving before 8.50 am (aside from Breakfast Club attendees) or staying after 2.40pm (aside from Homework/other After School Club attendees) for insurance reasons, and parents are advised of this. Even if a teacher is on the premises the side and back doors will not be opened until 8.50am for insurance reasons. The exception is on wet or extremely cold mornings when children may be allowed into the classrooms if staff are present to facilitate this.

When a pupil has to leave school early or be absent from school for part of the day, a written note (with evidence of an appointment as appropriate) must be forwarded to the school. Parental permission is also needed for a child (Third – Sixth Class) who is walking or cycling home. This is to ensure as far as possible the safety of the pupils during school hours.

Parents collecting pupils before the normal dismissal times must report to the secretary or the principal and log the collection on a 'Sign-out' sheet before the pupil can leave the classroom. Please try and keep absences and early 'Sign-outs' to a minimum.

A child's absence from school must be explained in a note/Aladdin notification to the class teacher on the child's return.

Reports on a child's absences will be made to the Education Welfare Services (EWS) according to their guidelines. If necessary, a letter will issue to parents when their child has exceeded 20 days absence from school, informing them that this information has been passed on to the NEWB.

Any infectious illness should be notified to the school immediately. Children should return to school only when fully recovered. We advise that teachers cannot administer medication, only in exceptional circumstances (See Admin. of Medicines Policy).

Pupils must have items of clothing and personal property clearly labelled and are expected to keep the school environment clean and litter free.

Reference to other Policies

SPHE
Health & Safety

Anti-bullying
Special Educational Needs

Admissions

Success Criteria:

Practical indicators of the success of this policy will include:

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

Roles and Responsibility:

All roles and Responsibilities are outlined within this policy.

Implementation Date:

This policy will be implemented from September 2025 onwards

Timetable for Review:

This policy will be reviewed in Term 1 2026 but may be reviewed earlier in light of any relevant legal changes

Ratification & Communication:

This policy was ratified by the Board of Management on 25th September 2025

Signed: *Frank Mullen* [Chairperson Board of Management]

Signed: *Michelle Murray* [School Principal]

Signed: *Vicky Dillon* [Parents' Association Chairperson]

Signed: *Zuzanna Piśkorowski* (Parents' Association Secretary)

Date: 25/09/2025

Appendix 1

Staged Approach to Physical Fighting (and Aggression)

The BOM and staff of Redeemer Boys' N.S. feel strongly that fighting is not acceptable and can lead to injury of pupils and staff. To reflect this, we are using a staged approach to sanctions for physical fighting where someone is required to intervene for the fighting to cease.



First Offence

- Both/all parties will receive a **YELLOW CARD**. Parents will be informed and asked to take their son home for the duration of the day.

Second Offence

- A **RED CARD** will be issued and an automatic suspension will be enacted. *(The duration of this suspension will be at the discretion of the Board of Management)*

A **YELLOW CARD** will be held across one academic year and the pupil will begin the following year with a clean slate.

Please Note: Three suspensions for physical fighting across a pupil's time in the school may *(at the discretion of the Board of Management)* result in a permanent expulsion from the school.

This approach supports our School Self Evaluation (SSE) focus for inquiry, **'A Positive Climate for Learning'**.

N.B. Depending on the severity and context of the incident, this staged approach *may* also apply to incidents of physical aggression including hitting, striking, kicking, spitting at or throwing objects with intent to cause harm.

The school reserves the right to move immediately to higher-level sanctions, including suspension, where the severity of the incident warrants such action or where the safety of pupils or staff is at risk.



Appendix 2

Code of Conduct for Parents/Guardians and Visitors

In order to maintain an orderly, respectful and secure educational environment for the pupils and staff of Redeemer Boys' N.S., it is essential that all parents/guardians and visitors to our school be aware of their responsibilities and adhere to the expected code of conduct as set forth below.

- Recognise that the education of children is a joint responsibility of the parents and the school community.
- Show courtesy and respect towards all members of the school community.
- Encourage children to have a sense of respect for themselves, each other and for all property.
- Ensure that children attend school regularly, are punctual and that they are collected from school on time.
- Notify the school of the reason for **all** absences by note, email, phone or via Aladdin Connect.
- Inform the class teacher of any change to collection procedure for their child.
- Equip pupils with appropriate school materials and full uniform; ensure that children bring only items appropriate and related to the school programme.
- Make sure all children's coats and personal property are labelled.
- Show interest in, support and encourage their children's school work.
- Ensure that children have their homework done to the best of their ability and sign diary after homework is completed (1st – 6th class).
- Check school bags and Aladdin Connect Portal/App for communication from the school and respond appropriately.
- Help their children to learn and practice good behaviour and to have a positive attitude towards themselves, other people and towards the school.
- Attend meetings at the school if requested.
- Communicate effectively with teachers/members of staff in a manner that is collaborative and based on trust and respect.
- Communicate to the school problems which may affect their child's behaviour;
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Become familiar with the Code of Behaviour and support its implementation.
- Respect school property and encourage their children to do the same.
- Strictly supervise pre-school children when in the school or on the school grounds.
- Be friendly, welcoming and courteous to those new to the school
- Be mindful of conversations that happen in the school grounds, and language used. Only discuss topics that are appropriate to the playground and school environment.

- Appreciate that pupils are excited at the start and end of the school day and ask all parents to be aware of this as they use the church car park at drop off and pick up times.
- Become familiar with and support our policies, our practices and our procedures – these can be found on our school website (www.redeemerboysns.ie).
- As the Board of Management is responsible for the Health & Safety of all staff and students, parents/guardians are requested not to approach or reprimand another person or their child on the school premises.
- Respect all children in the school, not just your own, and we would ask that you embrace all children's unique qualities.
- Report to the office if calling to the school during the day for any reason
- For questions or concerns regarding any aspect of your child's education:
 - You need to meet with the class teacher and/or special education teacher (SET) as appropriate.
 - Appointments should be made through the secretary's office.
 - If needed, the principal may assist after the initial meeting with the class teacher or SET has taken place.

*** Please note that negative or threatening behaviour or communication of any kind (by phone, letter, email or face to face) about or towards the principal, secretary or another member of staff will not be tolerated and will be reported immediately to the Board of Management. The chairperson may contact the parent/guardian to address the matter.

Staff members have the right not to engage with or reply to parents/guardians who do any of the above.

If you wish to make a complaint, you must follow the INTO/CPSMA Parental Complaints Procedures for Primary Schools adopted by the school which is available on the school website.

Public Conduct on School Property

Schools are a place of work and learning. Certain limits must be set for parents and other individuals who visit our schools and classrooms. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The following rules apply to visitors to the school:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the office upon arrival at the school
- All parents/visitors must enter at the front doors. Access by any other door is prohibited.

- Visitors attending school functions that are open to the public, such as annual parent-teacher meetings, performances etc. are not required to report to the office.
- Bear in mind that teachers are responsible for pupils during class time and cannot leave children unattended to enter conversations during the school day. If a parent needs to meet with a teacher they should either phone the office in advance or send a note in their child's bag/homework journal to request a meeting at a suitable time.
- Any unauthorised person on school property will be reported to the principal or the office staff. Unauthorised persons will be asked to leave. The Gardai may be called if the situation warrants.
- Pets are not permitted in the school grounds at any time and we would ask parents/visitors to ensure any fouling of pets outside the school grounds is removed in accordance with bylaws.
- The use of bad language is strictly prohibited.
- The taking of photographs and/or filming without permission is strictly prohibited.
- No visiting adult has permission to reprimand any pupil that is not their own child on school premises.

Conduct Prohibited on School Property

No person shall:

- Intentionally injure any other person or threaten to do so.
- Intentionally damage or destroy school property or the property of a teacher or any other person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programmes or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libellous, obstruct the rights of others, or are disruptive to the school programme.
- Intimidate, harass or discriminate against any person on the basis of race, colour, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any part of the school premises without authorisation or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person on school grounds.
- Parents are responsible for the safety of their own children and those of others.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at school functions, except in the case of the Gardai.

- Smoking of any substances i.e. cigarettes, drugs and e-cigarettes (vaporised cigarettes) on school property is prohibited at all times.
- Wilfully incite others to commit any of the acts prohibited by this code.

Persons in violation of the Code of Conduct

- The authorisation of a visitor, to remain on school grounds or at any school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection by the Gardaí.

Conclusion: Rationale for this Code of Conduct

We endeavour to set the best example possible for our pupils and as parents/visitors we ask the same of you. By creating a positive, respectful culture, together we are supporting our children on their journey as lifelong learners in a safe, considerate environment.

Appendix 3

Physical Interventions and Responding to Crisis Situations

Rationale

Redeemer Boys' N.S. is committed to providing a safe, supportive and inclusive environment for all pupils and staff.

The school recognises that some pupils may, at times, present with behaviours of concern. These behaviours are best addressed through **proactive, preventative and supportive approaches**.

However, in rare circumstances, a situation may escalate to a **crisis situation** where there is a risk of harm to the pupil themselves, other pupils, or staff. In such cases, staff have a duty of care to act to ensure safety.

Definition of a Crisis Situation

A crisis situation may arise where:

- A pupil's behaviour poses an **immediate risk of injury** to themselves or others
- There is a **serious threat to safety**
- There is a risk of **significant damage to property**

Preventative and Supportive Approaches

The school prioritises:

- Positive behaviour supports
- Clear routines and expectations
- De-escalation strategies
- Relationship-based approaches
- Individualised planning for pupils with additional needs

Physical intervention is **not used as a behaviour management strategy**, but only in response to risk.

Use of Physical Intervention

Physical intervention refers to the use of **reasonable and proportionate force** by a member of staff to prevent harm.

It will only be used:

- As a **last resort**
- When all other strategies have been unsuccessful or are not appropriate

- For the **shortest possible duration**
- In a manner that is **reasonable, proportionate and necessary**

Staff will always seek to use the **least restrictive intervention possible**.

Types of Intervention

Where physical intervention is required, it may include:

- Guiding a pupil away from danger
- Blocking a pupil's movement to prevent harm
- Separating pupils involved in a physical altercation/fight
- Preventing a pupil from hitting, striking or throwing objects
- Preventing a pupil from leaving the school grounds where there is a risk to safety

Staff will avoid any intervention that could:

- Cause injury
- Be perceived as punitive
- Compromise the dignity of the pupil

Planned and Unplanned Interventions

Physical interventions may be:

Unplanned (Emergency Response):

- In response to an immediate crisis situation

Planned (as part of a support plan):

- Where a pupil has an identified need
- Developed in consultation with:
 - Parents/Guardians
 - Relevant professionals (e.g. NEPS, NCSE)

Procedures Following an Incident

Following any incident involving physical intervention:

- The incident will be **recorded as soon as possible**
- The **Principal will be informed**

- **Parents/guardians will be contacted**
- The incident will be reviewed to identify:
 - Triggers
 - Effectiveness of response
 - Future supports required

Recording of Incidents

All incidents involving physical intervention will be formally recorded.

The school will use the **NCSE “Record of Incident Involving Physical Restraint” Form**

This ensures:

- Consistency
- Accuracy
- Compliance with national guidance

Records will be:

- Factual
- Stored securely
- Used to inform future planning and support

Post-Incident Review

Following an incident:

- A **review will take place** involving relevant staff
- The pupil will be supported through:
 - Restorative discussion (where appropriate)
 - Emotional support
- Adjustments may be made to:
 - Behaviour support plans
 - Classroom strategies

Training and Support

Where appropriate, staff may receive training in:

- De-escalation strategies
- Behaviour support
- Safe and appropriate intervention

Relationship to Other Policies

This appendix should be read in conjunction with:

- Code of Behaviour
- Child Safeguarding Statement
- Special Educational Needs Policy
- Anti-Bullying Policy
- Health & Safety Policy