



St Beacons NS
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CODE OF BEHAVIOUR

Our Ethos:

In St. Beacon's we hope to promote the full and harmonious development of all aspects of the pupil, intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people.

Introductory Statement:

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of St. Beacon's National School has drawn up and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details:

1. The standard of behaviour that shall be observed by each pupil attending our school.
2. The whole school approach in promoting positive behaviour.
3. The measures to be taken when a pupil fails or refuses to observe those standards.
4. The procedures to be followed before a pupil is suspended or expelled from this school.
5. The grounds for removing a suspension imposed on a pupil.
6. Roles and responsibilities
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of St. Beacon's National School has been developed in accordance with "Developing a Code of Behaviour". Guidelines for schools National Educational Welfare Board, 2008.

Aims:

- To allow school function in an orderly and harmonious environment
- To promote positive behaviour and self-discipline recognising the differences between pupils and the need to accommodate these differences
- To enhance the learning environment where pupils can make progress in all aspects of their development
- To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others
- To achieve a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents/guardians and pupils
- To ensure that the system of rules, rewards and sanctions are implemented in fair and consistent manner throughout the school

Whole School Approach

We expect a high standard of pupil behaviour and mutual respect. This is encouraged by a strong sense of community within our school and a high level of co-operation among our staff and between staff, parents and pupils.

Every effort is made to ensure our Code of Behaviour is implemented in a reasonably fair and consistent manner. Levels of behaviour are clearly defined and children will become familiar with consequences of behaviour beyond.

Standards of Behaviour – Key Steps

We have developed six “Golden Expectations which are displayed in all classes and referred to regularly by teachers and others in school community. We see these “Golden Expectations” as key steps for success in our school.

- Be respectful
- Be kind
- Be honest
- Be safe
- Listen and work hard
- Smile

See Appendix 1

Attendance and Punctuality

Class Times: 9.05 am to 11.00 am

11.15 am to 12.30 pm

1.00 pm to 2.45 pm

- Regular punctual attendance is essential
- When the bell rings at (9.05 am, 11.15 am and 1.00 pm) pupils are to line up promptly and properly in their designated area. Each teacher takes his/her class quietly to their classroom.
- Pupils are not supervised in the morning until 8.45 am.
- Pupils may not leave the school grounds during the school day without written permission of parent/guardian.

School Uniform

- Pupils are to wear the full school attire (School half-zip, blue polo shirt, plain navy leggings/trousers)
- The wearing of jewellery should be kept to a minimum. Students are permitted to wear stud earrings and a wrist watch (no smart watches) see Acceptable Use Policy

Homework

Pupils are expected to co-operate fully in the work of the class and do homework to the best of their ability

The School Journal

- The school journal is necessary for a pupil’s personal organisation and for home school communication
- Parents are requested to check and sign the journal on a daily basis during the school week

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- value – school property and the belongings of fellow pupils

- follow – the direction of his/her teacher
- obtain – his/her teacher's permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- play – safely avoiding rough or dangerous games or play
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods (e.g. toilet)
- respect – the yard supervisors and fellow pupils
- avoid – bad language or name calling

Behaviour during School Outings/Activities /Matches

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

Health, Safety and Welfare

- Cyclists must dismount from bikes and walk when entering or leaving the school grounds.
- Chewing gum is not allowed in the school or grounds
- Mobile phones are not permitted in school. In the event of a phone being discovered it will be taken from the student and must be collected from the principal's office by a parent/guardian. Repeated offence will lead to the phone being kept for longer periods of time before being returned
- Children must play safely in designated areas and should not re-enter the school building without permission during breaks
- Line up in an orderly manner after breaks and before leaving the school at the end of the day. Children should not enter the school building without permission.
- Litter Control. Pupils should keep the school and grounds clean and tidy
- A high standard of personal hygiene is expected
- Children travelling to and from school on school buses are expected to behave in a safe and responsible manner

PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

A reward scheme for promoting positive behaviour will be used. Such rewards will include;

- A quiet word of approval

- Comment in pupil's workbook or copy
- Praise in front of class group
- Individual or whole class 'Homework Tokens'
- Awards and acknowledgement at whole school assemblies
- Small prizes, stickers / stars etc
- Written or verbal communication with parent
- Certificates
- A visit to another class or the principal for commendation
- Individual class merit awards, points awards or award stamps

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Levels of Behaviour

Level 1 Minor Behaviour	Actions	Sanctions
<ul style="list-style-type: none"> • Persistently answering out in class • Disrupting the learning/play of others • Deliberately disobeying or not responding to the teacher or adult in charge • Once off name calling • Leaving the classroom or yard without permission • Taking others' belongings without permission • Incomplete homework without parental explanation • Uncooperative behaviour/Negative attitude/Insolence • Bad language • Back answering • Playing outside assigned areas in the yard • Running in corridors • Ignoring bells • Being unseated before school starts/break times on wet days • Chewing gum • Isolation of others • Discarding uneaten lunch in the bin • Swinging on chairs • Non-compliance with uniform code • Littering the school environment • Rough Play • Teasing 	<ul style="list-style-type: none"> • Class Contract • Regularly referring to rules in class, yard and at assembly • Verbal Reasoning • Increasing awareness of appropriate behaviour • Possibly informing parent of child's misbehaviour • Removal to the 'Thinking Zone' in the yard • Within the classroom pupils may be moved to another table 	<ul style="list-style-type: none"> • Loss of privilege • Extra homework • Completing 'Thinking about my Behaviour' (signed by parent) following time in the Thinking Zone.

This list is not exhaustive.

Level 2 Misbehaviour	Actions	Sanctions
<ul style="list-style-type: none"> • Repeated instances of Level 1 Behaviour • Bullying • Defiance when given an instruction • Damaging other people's property • Deliberate disrespect towards school staff • Leaving the school building without permission • Aggressive / disrespectful/ racist/ homophobic/inappropriate behaviour or language towards children or others • Any form of harassment or discrimination • Physical fighting / aggression or deliberately hurting another • Persistent name calling / intimidating / threatening behaviour to school community • Theft in the school environment • Lying • Having a mobile phone in school • Misuse of the internet • Posting on social media about others without their consent • Persistent isolation/victimisation of another child • Refusing to complete work • Lewd drawings • Graffiti on school books or property 	<ul style="list-style-type: none"> • Principal speaks to the class • Behaviour Intervention Plan/Student Support Card identifying targets • Maintaining records in 'Log of Actions' on Aladdin • Meeting with parents/principal • Inform B.O.M. • Daily log book between school and home <p style="text-align: center;">This list is not exhaustive</p>	<ul style="list-style-type: none"> • Any of the level 1 sanctions • Contact relevant professional services • Detention • Suspension 1 – 5 days depending on the severity of the behaviour

Level 3 Gross Misbehaviour	Actions	Sanctions
<ul style="list-style-type: none"> • Repeated or serious instances of Level 2 behaviour which have not been modified by intervention • Bringing dangerous objects to school • Deliberately injuring / damaging another pupil / staff member or property • Behaviour which is a serious threat to the learning or safety of others • Endangering self, other pupils and/or staff • Deliberate damage to property • Physical or verbal aggression towards staff • Leaving the school grounds without permission • Persistent use of a mobile phone on school premises • Spitting at another individual • Inappropriate sexualised behaviour 	<ul style="list-style-type: none"> • Inform Principal • Inform parents • Restorative Justice: consider victim (if appropriate) • Record in pupils 'Log of Actions' on Aladdin • Report to B.O.M 	<ul style="list-style-type: none"> • Any level 1 or 2 sanctions • Suspension (work assigned including completing Individual Report Form) • Meeting after suspension to reflect on behaviour • Contact relevant professional services • (See note on expulsion)

Any behaviour which extends the boundaries of those listed above may be brought to the attention of the Board of Management.

The Board of Management has the discretion to decide on an appropriate sanction.

Pupils with Special/Behavioural/Emotional Needs

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in the application of the Code.

Teaching the rules to children with SEN and helping them understand behaviour and its consequences will be a main focus of teacher's work. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant, and/or agreeing a behaviour plan or IEP. Support services such as NEPS, the SENO and the SESS may be involved in this context.

Procedures for Suspension

The decision to suspend a pupil requires serious grounds such as

- The pupil has engaged in repeated instances of minor misbehaviour and there has been no improvement.
- The pupil's behaviour has had a serious detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.

A single incident of serious misbehaviour may be grounds for suspension. Serious misbehaviour is defined as any behaviour or acts that would endanger the health and safety of others in the school and/or violation of the law. The school principal may suspend a pupil if the child is deemed a threat to pupil/staff safety.

Suspension allows staff and the pupil time to reflect and gives staff an opportunity to plan ways to help the pupil change unacceptable behaviour. Students will usually not be suspended for longer than three days, unless more time is needed to fulfil a particular objective to assist the student.

The Board of Management of St. Beacon's N.S will follow the procedures for suspension and expulsion outlined in the 'Guidelines for Schools and Developing a Code of Behaviour' (Chapter 10-12)

Fair procedures (the right to be heard and impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about an allegation and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a sanction is imposed.

The Board of Management will follow the factors to consider before suspending a pupil (p.72) and the factors to consider before proposing to expel a pupil (p.82)

In relation to suspension:

- Communication will be made to parents regarding the suspension or proposed suspension of a pupil and all correspondence will be documented.
- The parents/guardians and the pupil will be invited to meet with the principal to discuss the incident.
- The Board of Management has delegated responsibility for suspension to the principal in the event that immediate suspension of a pupil is warranted (Guidelines p73)

- A written statement of terms and date of the termination of suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective.

This statement will outline

1. The period of the suspension and the dates on which the suspension will begin and end.
2. The reason for the suspension
3. Any programme of work/study to be followed
4. The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (e.g. reaffirm commitment to the Code of Behaviour)
5. The provision for an appeal to The Board of Management
6. The right to appeal to the secretary general of the Department of Education and Science (Education Act 1998 Section 29)

- The suspension will be recorded on the NEWB 'pupil absence report form'.
- When a period of suspension ends, the pupil will meet with the principal or behaviour management co-ordinator before re-joining class.
- Where a satisfactory resolution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the Principal and or the Chairperson of the Board of Management.
- If a pupil continues to mis-behave he may be suspended for a major fixed period (up to 10 days) to allow for consultation with both the pupil and the pupil's parents/guardians to address the issue.
- The Education Welfare Officer will be informed when a pupil has been suspended for 6 days or more cumulatively.
- Section 29 Appeal- when the total number of days for which the pupil has been suspended in the current year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal.

Procedures for Expulsion:

In extreme cases and when all possible avenues of discussion, negotiation and mediation open to us have been exhausted, it may be deemed necessary for the Board of Management to expel a pupil from the school in accordance with Section 23 of the Education Welfare Act, (2000) Prior to this the school will have taken significant steps to address the misbehaviour

- Meeting with parents to try to help the student change behaviour
- Ensure the student understands the consequence of one's behaviour, if it persists
- Seek the assistance of support agencies

The decision to expel a student requires serious grounds such as:

- The student's behaviour has had a detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property
- While these are similar to the grounds for suspension, factors such as persistence and seriousness of the behaviour as well as a belief that the school has exhausted all possibilities for helping the child to change their behaviour will influence the decision of the Board of

Management to expel a student. The procedure outlined on pages 83-86 of the Tusla Guidelines will be followed (See steps 1-6 below)

Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue the pupil will be recommended for permanent exclusion (expulsion) by the Board of Management.

Step 1- A detailed investigation carried out under the direction of the principal

Step 2- A recommendation to the Board of Management

Step 3- Consideration by the Board of Management of the principal's recommendations; and the holding of a hearing

Step 4- Board of Management deliberations and actions following the hearing

Step 5- Consultations arranged by the Education Welfare Officer

Step 6- Confirmation of the decision to appeal

- Our school will seek the assistance of the following support agencies as necessary which may include School Counsellor, EWO Officer, NEPS Services, CAMHS, NCSE.
- The parents/guardians will be informed of the Board's decision and the reasons why in writing.
- The parents/guardians and the pupil will be given the opportunity to meet the Board of Management to discuss the proposed expulsion
- The parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education and Science (Section 29 of the Education Act 1998)
- In the event that the Board of Management decides to expel a pupil, the NEWB will be notified immediately of both this decision and the reasons for the expulsion using a Notice of Decision to Expel Form (Reporting of Pupil Absences and Expulsions for School Year: Section C – published by the NEWB)
- This form will only be completed and returned after all appeals processes both external and internal have been exhausted.
- The commencement date for the expulsion will be 20 days after the 'Notice of Decision to Expel' form has been issued
- When all appeals processes have been exhausted and the school has expelled a pupil, the pupil's expulsion will be reported on the Pupil Absence Report Form.

Supporting Policies:

This Code of Behaviour should be read in conjunction with the following policies:

- Child Protection Policy
- Anti-Bullying Policy
- SEN Policy
- S.P.H.E Policy
- School Attendance Policy
- Health and Safety Policy

Absences:

Section 18 of The Education Welfare Act, 2000 stipulates that parents must notify the school of a student's absence from school and the reason for this absence. If a child is absent from school, an explanatory note should be submitted on Aladdin by the parent. If a child is being collected early from school by a person other than a parent, an explanatory note should be sent by the parent to the teacher. Under the Education Welfare Act (2000) Section 21, when a child is absent for twenty days or more the Education Welfare Officer will be notified.

Roles and Responsibilities:

The people who have particular responsibility for aspects of the school policy are:

- Board of Management
- Principal and staff
- Parents
- Pupils

Board of Management:

The school Board of Management assumes ultimate responsibility for school practices regarding behaviour and will ensure the school is complying with our behaviour code. The principal reports on a regular basis to the Board of Management to ensure good practice and implementation.

Principal's Responsibility:

- Promote a positive climate in the school
- Ensure the code is implemented in a fair and consistent manner
- Arrange for a review of the code as necessary:

Responsibility of Adults:

Adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with each other and with the children as their example has an important influence on the children.

Teachers' Responsibilities:

- To support and implement the school's Code of Behaviour
- Be cognisant of their duty of care
- Model and promote positive relationships with honesty and care
- Be familiar with the school's policy on 'Child Protection'
- Be courteous, consistent and fair
- Promote and encourage positive behaviour
- Nurture a sense of self-esteem in pupils
- Show appreciation for effort and contributions
- Deal appropriately with misbehaviour
- Discuss and refer regularly to school expectations
- Keep a record in the 'Continuum of Support' folder of pupils with behavioural challenges
- Support colleagues in implementing the code Communicate with parents when necessary and provide reports on matters of mutual concern

Parents have responsibilities for behaviour at school. Parents' commitment and their relationship with the school can impact on behaviour and learning. We value parental involvement in

acknowledging positive behaviour. The support of parents is important in teaching responsibility for behaviour and in addition an appreciation of consequences.

Parents/Guardians' Responsibilities:

- Ensure children attend school regularly and punctually and that they are collected from school on time
- Encourage their children to follow the school's Code of Behaviour
- Make an appointment beforehand if they need to see a teacher
- Treat all members of the school community with respect
- To show interest in their child's education by ensuring their child has the correct books/materials and by signing homework journals and reading records
- Provide a note for all absenteeism.
- Inform class teacher of any change to collection procedure for their children.
- Co-operate with teachers in instances where their child's behaviour is causing difficulty to others.
- Communicate to the school problems which may affect their child's progress or behaviour.

Pupils' Responsibilities:

- Pupils are reminded of and encouraged to adhere to the behavioural policy throughout the year.
- Children will be involved in devising 'Class Rules'.
- Children will participate in assembly where good practice will be encouraged and acknowledged.

Record Keeping:

In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour. Records are kept in a factual and impartial manner. Each teacher will record incidents of misbehaviour by pupils on the pupils "Log of Action" on Aladdin.

Communication with Parents:

We endorse a co-operative home/school approach to addressing pupil's behaviour. Parents/Guardians will be involved at an early stage if there are difficulties with a child's behaviour. Communication may be verbal or written depending on the circumstances. Parents/guardians may be invited to meet with the class teacher to discuss the situation and agree a plan to deal with a child's behaviour. Consistency is vital and we advise that parent response to misbehaviour is in line with the school approach of reasoning with the child and withdrawing privileges if appropriate. In situations where there is evidence of serious ongoing emotional and behavioural difficulties, teachers will work with parents/guardians to have a child supported by relevant services. Parents/guardians are asked to contact the school to make an appointment with the child's teacher if they have concerns regarding their child. Early intervention is imperative to prevent escalation of misbehaviour.

Success Criteria:

Practical indicators of the success of the policy include:

- A happy and caring school environment

- Positive feedback from teachers, parents and pupils
- Observation of behaviour in classrooms, corridors, outside school activities and the yard
- Achievement of our objectives

Timeframe:

The policy will be reviewed annually.

Ratification and Communication:

The Board of Management officially ratified this policy on 07.05.2024

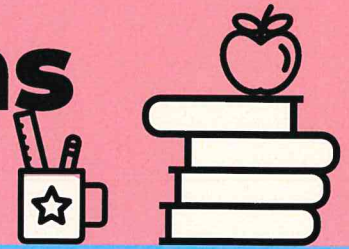
Signed: 

Chairperson of Board of Management

Signed: Philip Loneragan.

Principal

Our Golden Expectations



**Be
Respectful**



**Be
Honest**



Listen



**Work
Hard**



**Be
Polite**



Smile

