



St John's (Church of Ireland) National School

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Code of Behaviour

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Title

Code of Behaviour

Introductory Statement

This policy was drafted during the school year 2023 – 2024 through collaboration between the staff, Parent nominees on the Board of Management, Board of Management and pupils of St. John's N.S. This policy was developed with regard to our Ethos and Mission Statements. The policy is applicable to all pupils. Enrolment in the school is conditional upon written acknowledgement that the pupil will be bound by the Code of Behaviour. This Code of Behaviour applies to all school activities, including, but not restricted to, school tours, extra curricular activities, sports events and events organised by the PTA.

Rationale

- To promote a positive and safe learning and working environment for all student and students.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), 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 concerned;*
 - 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.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Relationship to characteristic spirit of the school

St. John's N.S. is a recognised primary school operating under the patronage of the Archbishop of Dublin and Bishop of Glendalough. Its ethos is founded in the values of the Christian Community and, more particularly, the values of the Church of Ireland.

The school therefore operates a policy of inclusiveness and of respect and tolerance for all persons regardless of race, religious belief, language or way of life. This Code of Behaviour is intended to reflect that ethos.

Aims

The school has chosen to adopt this Code of Behaviour in order to:

- Allow the school to operate in an appropriate manner where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others

- Promote positive behaviour, self-regulation and self-discipline, recognising the differences between children and the need to accommodate these differences.
- To develop intrinsic motivation for positive behaviour over time.
- To ensure the safety and well being of all members of the school community
- To assist parents/guardians and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

Content of policy

The policy is addressed under the following headings.

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour
 - Staff
 - Board of Management
 - Parents/guardians
 - Pupils
3. Positive strategies for managing behaviour
 - Classroom
 - Playground
4. Rewards and sanctions
 - Rewards and acknowledgement of good behaviour
 - Strategies for responding to inappropriate behaviour
 - Managing aggressive or violent behaviour – Individual Behaviour Support Plan
5. Suspension / Expulsion
 - Suspension
 - Expulsion
 - Appeals
6. Keeping records
 - Class
 - Playground
 - School records
7. Procedure for notification of a pupil's absence from school
8. Reference to other policies

1. 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”*.

There is a high standard of behaviour expected of all pupils attending St. John’s N.S. These standards reflect values such as:

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

Section 23 (4) of the Act further states that, prior to registering a pupil, the principal teacher shall provide the parents/guardians 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/guardians 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’*.

The offer of a place in this school is conditional to parents/guardians accepting the Code of Behaviour and signed confirmation of this must be received at the time of formally accepting an offer of a place in St. John’s N.S.

The code will be communicated to the school community in a variety of ways:

- Through the school booklet and information pack for new parents
- On the school website
- Through the Parent-Teachers’ Association
- At the beginning of each school year through discussion between teachers and their class.
- At staff meetings

2. 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*
- *An inclusive and involved school community*
- *A systematic process for planning and reviewing behaviour policy*
- *High expectations of all members of the school community*
- *A fair, equal and consistent treatment of all pupils and staff.*
- *Consistent use of positive language in use throughout the school.*

The role of the Board of Management in the Code of Behaviour

The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.

The Board of Management will endeavour to:

- Protect and promote the ethos of the school.
- Ensure effective management and provision of education in the school.
- Ensure that procedures are in place to provide parents/guardians with full information of all aspects of their children’s school life and their progress.
- Support the principal and staff in implementing the code.

- Arrange for a review of the code, as required.

The role of the Principal in the Code of Behaviour

- Promote a positive environment and attitude in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for a review of the code, as required.

The role of the Staff in the Code of Behaviour

All members of the school staff will work towards creating a positive environment conducive to teaching and learning. The teachers will

- Support and implement the school's Code of Behaviour.
- Create a safe learning environment for each child.
- Discuss with the class the appropriate expectations for respectful behaviour.
- Explain the class rules to students
- Strive to help each student reach his/her full potential through effective instruction methods.
- Strive to ensure the students' safety and well-being at all times.
- Be fair and consistent in their approach to discipline and student management.
- Endeavour to maintain positive home/school links.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

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.

Programme Organisers should have procedures in place re positive reinforcement, dealing with undesirable behaviours/language and reporting to parents. Incidents should be reported to the appropriate coach or co-ordinator in the first instance. Serious/repeated behaviour may be reported to the school.

The role of Parents/Guardians in the Code of Behaviour

Parents/Guardians are reminded that acceptance of a place in the school is reliant on the agreement of parents/guardians to support and uphold the school's Code of Behaviour.

Parents/Guardians:

- Ensure their children attend school regularly and punctually
- Encourage their children to do their best and to take responsibility for their work
- Attend meetings at the school if requested
- Co-operate with the class teacher in instances where their child's behaviour is causing difficulties for themselves and others.
- Become familiar with the behaviour support strategies and learning goals necessary to support their child.
- Help their children with homework and ensure that it is completed
- Ensure their children have the necessary books and materials for school.
- Will inform the school, in writing, by Class Dojo message or by email of any absences and

illnesses.

- Supervise their children on school premises before and after school ensuring to leave the school grounds promptly after school.

The role of the Pupils in the Code of Behaviour

Pupils will conduct themselves at all times in a way which will show self respect, respect for others and for property.

Each child should be made aware of the following school rules which apply on a general basis to all school activities both on and off school grounds.

1. Pupils must treat all members of the school community with courtesy, respect and good manners at all times.
2. Pupils must behave in the classroom so that all members of the class can learn in a safe, focused, orderly environment.
3. Pupils must be punctual.
4. No rowdy behaviour or bad language.
5. No cycling, skating or scooting in the school grounds.
6. No climbing on walls, trees, bike racks or the railings in the school grounds.
7. Pupils may not use their mobile phone on the school grounds without explicit permission.
8. Take pride in our school environment by keeping it tidy and litter free.
9. Never bully others or allow others to be bullied.
10. Pupils must not physically assault or injure any other pupil, member of staff or other person.
11. Pupils may never leave the school premises during school time without the written consent of parents/guardians.

Pupils with Special Educational Needs and the Code of Behaviour

The Code of Behaviour applies to all students. Our Admissions policy provides for equality of access and participation in the school, whether or not a child has a disability or special education need. While some children come to school with additional supports ready and in place, for others, their needs become more evident as they get older.

Every effort is made to deal with all the children through the regular Code of Behaviour. Sometimes, however, special additional measures and a more individualised approach needs to be put in place to support children with special needs and to keep them and their peers safe and able to access the curriculum in school. This will be included in the child's Individual Support Plan.

3. Positive strategies for managing behaviour

Classroom

The staff routinely use a variety of age appropriate positive strategies to reward good behaviour in the classroom and school yard. These include but are not restricted to:

- Devising and displaying a set of class 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
- Verbal praise, Golden Time, special responsibilities, privileges and homework passes are examples of rewards used by the teachers to encourage and commend good behaviour.

- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour; praise and recognition of effort and improvement.
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation

Playground

In order to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour at playtime.

- Class teachers remain with their students until the teacher(s) on duty come into the yard. SNAs are primarily responsible for the children they work with who have special educational needs.
- Staff on yard duty are spread out so that all areas of the grounds are under supervision so far as is practicable.
- Whilst allowing for beneficial free play, activities such as skipping and basketball are organised in ways that will minimise misbehaviour
- Students remain in their own classrooms under supervision during wet breaks.
- Students must walk to the yard under the supervision of their class teacher. They line quietly in their class lines when the bell rings, where they are collected by their class teacher to return to their classroom.
- A yard duty book is kept to record incidences of misbehaviour and to monitor social interactions. The school principal monitors these for patterns of behaviour which may occur.
- Children who misbehave or break school rules in the yard may be asked to take a timed "time out" period or miss part of a yard time. Where appropriate children may be asked to fill out a reflection sheet.

Restorative Practice

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for students to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. "Reflection Sheets" are used in this situation. The climate of the school is one of connection where reflection and a solution focused approach are embedded. It focuses on the harm done rather than only on the rule broken. It gives a voice to the harmed and it allows for collaborative problem solving.



4. Rewards and Sanctions

The emphasis in St. John's N.S. is on positive reinforcement, encouragement and rewarding the good behaviours we want to see. Emphasis is placed on taking responsibility for your own individual behaviour.

The following range of rewards and strategies are used in St. John's N.S.:

- Praise and encouragement.
- Notes home from teachers 'Green Note'
- "Student of the Week" award
- Sticker charts
- Stars/stamps
- Class Dojo points for work, behaviour, playground and group activities
- Homework pass

Procedures for responding to inappropriate behaviour

- All observations/reports of inappropriate behaviour are investigated and dealt with by the teachers.
- A distinction is made between minor and more serious incidents in terms of sanctions. Sanctions will be applied at the discretion of the Principal and staff, taking into account individual circumstances if deemed appropriate.
- Minor misbehaviour/inappropriate behaviour should be dealt with by the class teacher/teacher on yard duty by way of warning and/or advice in the first instance.
- The child/ren involved should be spoken to directly at an early stage. In many cases, the issue is resolved at this point. Sanctions should be in line with the school Code of Behaviour.
- Should this not resolve the issue, the advice of the principal/deputy is sought. Steps at this stage may include contacting parents/guardians and the class teacher and/or the principal.

- The principal should not be involved in minor incidents of inappropriate behaviour. However, the principal may offer advice at any time to members of staff dealing with inappropriate behaviour of any sort.
- In general, sanctions should be associated with the inappropriate behaviour, for example misbehaving at PE might mean missing PE the following week; not handing up homework might mean completing the work during break time.
- If there is not clarity around an incident i.e. where it was not witnessed or accounts vary, the “what, where, when, who and why” of the reported incident should be investigated by the class teacher/teacher on duty in the first instance and a written report compiled on the Pupil’s file on Aladdin.
- Non teaching staff should act as a prudent adult would act on observing inappropriate behaviour i.e. to tell the child to stop, intervene if someone is being injured or hurt. All incidents should be reported to the teacher on duty/class teacher as soon as possible. Sanctions should be imposed by the teacher on duty/class teacher, in line with the Code of Behaviour.
- The principal should be informed of all observed/reported incidents of major misdemeanours and of persistent minor infringements and consulted on appropriate action.
- Parents should always be informed of and consulted on incidents of persistent misdemeanours, all incidents of serious misbehaviour or gross misconduct.
- A written record should be kept of all persistent misdemeanours, and all incidents of serious misbehaviour or gross conduct.
- Where inappropriate behaviour may have an impact on the rest of the class, the principal or the class teacher may inform the rest of the parents of the children in the class by letter/email. For example, where children in the class witnessed a fight in the yard.
- The Board of Management will be kept informed of all persistent misdemeanours, all incidents of serious misbehaviour and all incidents of gross misconduct.
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Examples of minor misdemeanours include:

Lack of respect, for example:

- Talking out of turn
- Inappropriate comments
- Lack of attention in class or yard
- Distracting others in class or yard
- Interfering in others games in yard
- Leaving seat without permission
- Homework not done or incomplete
- Mobile phones out/switched on
- Eating during lessons
- Messing /mock fighting/jostling and pushing
- Shouting and loudness in class
- Spitting on the ground
- Throwing things
- Climbing on walls, fences or gates
- Running inside the school
- Bad language/derogatory language
- Deliberately not following instructions.

Sanctions for minor misdemeanours include, but are not restricted to:

- Discussion with pupil and agreement on a more appropriate way to act in future
- Completion of a Behaviour Reflection Sheet 'Orange sheet' outlining their misdemeanour co-signed by a parent/guardian
- Verbal and/ or written undertaking to improve
- Reasoning with the pupil
- Verbal warning
- Confiscation of item
- Removal from peers
- Taking school work home for completion
- Loss of privileges, for example, not being allowed to do jobs, not being allowed partake in buddy time, etc.
- Time out in the playground or in another classroom
- Communication with parents/guardians
- Informal word with the principal, who has a quiet word with the child
- Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion.

Examples of major misdemeanours / serious misbehaviour may include:

Misbehaviour (Serious or repetitive)

- Persistent minor misdemeanours (see above)
- Leaving the class, yard or activity without permission.
- Abusive/threatening or violent language directed to a person.
- Persistent refusal to take instructions.
- Threatening behaviour directed to a person
- Bullying (see Anti-bullying policy)
- Hitting out in a threatening manner at another person
- Stealing
- Deliberately damaging property.
- Bringing in any dangerous objects or substances to school.

Sanctions for major misdemeanours/ serious misbehaviour include:

The sanctions as described for minor misdemeanours may be used as well as the following:

- Red Slips may be given at the discretion of the Principal and the incurring of three or more Red Slips in any academic year may result in suspension procedures being invoked.
- Discussion with parents/guardians and staff, including the principal, to include a verbal and/or written apology, together with any or all of the following sanctions as appropriate:
- Removal from class
- Formal communication with parents/guardians by letter or email
- Referral to Principal and giving an explanation of behaviour
- Sent home early (informal suspension) with parent
- Formal suspension for up to three days
- Immediate suspension for up to three days

- Use of the individual behavioural plan procedure (see below)
- Expulsion

Misbehaviour (wilful and serious in nature) Examples and Sanctions

Examples of gross misconduct may include:

- Wilful and deliberate failure of a student to obey a school staff member's order/direction during an aggressive incident.
- Committing acts of violence to others
- Being abusive to others
- Aggressive, threatening or violent behaviour towards any person
- Any act of assault against any person
- Wilful damage to property
- Repeated targeted behaviour (see Anti-bullying policy)

Sanctions for gross misconduct include:

The sanctions as described for misdemeanours and misbehaviour (above) may be used as well as the following:

- Removal from area for Health and Safety reasons
- Parents notified of gross misconduct and will be requested meet with the Principal
- All gross misconduct is grounds for implementing a suspension.

Sanctions for Criminal Activity

The sanctions for major misdemeanours may be used as well as the following:

- In situations where it is anticipated a criminal offence has, or is about to be committed, the matter will be immediately reported to the Gardaí.

Individual Behaviour Support Procedure - for the management of ongoing, serious challenging behaviour/ aggression from an individual child.

Definition:

- The consistent refusal of a child to obey instructions.
- Persistently seriously disruptive behaviour.
- Exhibitions of unpredictable and, possibly, violent or aggressive behaviour.

Individual behavioural plan procedure:

A team meeting to prepare an Individual Behavioural Plan shall be convened. All those involved with the child may be invited to attend (for example, but not limited to, the Chairperson of the Board of Management, principal, teacher(s), parents/guardians, special needs assistant and school psychologist and such other persons as may be deemed necessary by the Board of Management).

The agenda for the meeting shall comprise:

- An assessment of the strengths and needs of the child, to include his/her academic and attainment record; behaviour record; interests; any special educational needs; temperament; priority needs, both short term and long term, in terms of learning and behaviour.

A plan shall be agreed between school and home and approved by the Board of Management. The plan shall include:

- Strategies for encouraging positive behaviour (praise, encouragement, incentives),
- General strategies for dealing with poor behaviour/lack of engagement with learning.
- Particular set of strategies for specific named behaviours.
- Entering into a behaviour contract between pupil, home and school.
- Supports for staff /other children in the class.
- Rewards for good behaviour both at home and at school.
- Sanctions or consequences for poor behaviour both at home and at school.
- Resources available (materials, personnel, equipment) to implement the plan.
- Arrangements for monitoring targets.
- Referral to outside agencies.
- Agreed home-school communication going forward, i.e. parent /teacher contact, behavioural diary
- Agreed timetable for action and date for follow-up meeting.

In these instances, parents/guardians shall be told that a safety assessment shall be done on all activities the child is involved with to ensure his/her safety and the safety of others. This shall apply particularly to school tours and other out-of-school activities. This may mean the child may not be allowed to take part in some school activities for his/her safety and that of the others in the class.

Teachers should not leave the school premises, with children involved in an individual behaviour plan, without an additional staff member to support the teacher and a mobile phone.

The principal shall give a regular brief report to the Board of Management, in relation to all children involved in an individual behaviour plan, by way of ongoing updating on the situation.

Where there is no significant improvement following the implementation of the individual behaviour plan the principal may convene a meeting with the parents/guardians, the relevant members of staff and any outside agencies involved (eg HSE, NEPS, SENO, Túsla, NBSS) with a view to considering an alternative educational placement for the child.

5. Suspension / Expulsion

Suspension

The procedures for Suspension and Expulsion derive from the National Educational Welfare Board (NEWB) publication “Developing a Code of Behaviour: Guidelines for Schools” and are guided by the principles of natural justice, i.e. the right to be heard and the right to impartiality.

Suspension is defined as ‘requiring the student to absent himself/herself from the school for a specified, limited period of school days’ (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as suspension.

Authority to Suspend

The Board of Management of St. John’s N.S. has delegated authority to the Principal to reach a decision of suspension, and the Principal is accountable to the Board in respect of the factors leading to this decision. The reason for the suspension will always be notified to the Board. All suspensions will be reported to the Board of Management.

Grounds for Suspension

Suspension will be considered as part of a range of sanctions where a student has engaged in a serious misbehaviour and/or gross misconduct. While suspension should be a proportionate response to the behaviour that is causing concern, in exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. In this case, a single instance of gross misconduct may be grounds for suspension. Fair procedures must still be applied.

The decision to suspend will be considered under one or more of the following grounds:

- The seriously detrimental effect on the education of the other students of the student’s behaviour to date
- Whether the student’s continued presence in the school constitutes a threat to safety
- The student is responsible for serious damage to property.
- A single incident of gross misconduct

The purpose of suspension includes:

Providing a respite for staff and students, giving the student time to reflect on their actions and the staff time to plan ways of helping the student to change their unacceptable behaviour. Suspension shall be used as part of an agreed plan to address the student’s behaviour.

The factors to consider before suspending a student are outlined in section 11.3 of the NEWB guidelines for schools. The procedures in respect of suspension are those outlined in section 11.5 of the NEWB guidelines for schools. The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Refer to pages 70-78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Procedures for Suspension

Where a preliminary assessment of the facts confirms serious misbehaviour or gross misconduct that could warrant suspension, the school will observe the following procedures:

- The parents and student will be informed of the complaint, that it will be investigated and that it may result in suspension.
- The parents and student will be given an opportunity to meet with the Principal to discuss the incident and respond before any sanction is imposed.
- If a student and their parents fail to attend a meeting, the Principal will inform them in writing advising them of the gravity of the matter, the importance of attending a re-scheduled meeting and failing that, the duty of the school authorities to make a decision to respond to the negative behaviour.
- Any decision to suspend will be given in writing to the parents.

Immediate Suspension:

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at any time would represent a serious threat to the safety of the students or staff of the school, or any other person, including the student themselves. In the case of an immediate suspension, parents will be notified, and arrangements will be made with them for the student to be collected. The school will have regard to its duty of care for the student.

Letter to Parent/Guardian Advising of Suspension

The following information will be included in the letter:

- The proposed period of suspension
- The reasons for the suspension
- The study programme to be followed by the student during the suspension period
- A request for the parents to meet with the Principal to discuss the incident and behaviour leading to the immediate suspension
- The arrangements for returning to school and suggested strategies for ensuring the student is re-integrated into the class. A commitment may be needed to be entered into by the student and the parents/guardians (during the course of these arrangements) that upon return to school, this policy will be adhered to.

Appealing a Suspension

The Board of Management has placed a ceiling of 1 week.

The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under Section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parents/guardians may apply to have the student reinstated to the school. They must give a satisfactory undertaking that a suspended student will behave in accordance with the School Code of Behaviour and the Principal must be satisfied that the student's reinstatement will not constitute a risk to the student's own safety or that of the other students and staff. The Principal will facilitate the preparation of a behaviour plan for the student if required and re-admit the student formally to class.

Expulsion (permanent exclusion)

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 has the authority to expel a student. This authority will be exercised in line with the procedures outlined on pages 80-87, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Appeals

Under Section 29 of the Education Act, 1998, parents/guardians 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) expulsion (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).

Parents/guardians will be informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion by letter from the Chairperson of the Board /Principal.

Parents/guardians will be given a copy of Circular 22/02 and related forms.

(Section 12, Circular 22/02 – Processing of an Appeal)

http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

6. Keeping records

It is important for staff to keep a record of poor behaviour so that they can be confident of their accuracy when discussing the matter with parents/guardians and so that patterns in behaviour can be noted. It is the policy of the school that parents/guardians are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later. Consistency is achieved through clear adherence to this policy and regular discussion at staff meetings.

The following records are kept:

The Yard Book

The yard duty book is used to record incidents of minor misbehaviour and any other issues relevant to playtime. It is also used for mention of major incidents/accidents. The class records or student report file will contain the full report.

All recorded incidents during yard time should be reported by the teacher on duty to the class teacher at the end of break. Sanctions should be imposed by the teacher on duty and communicated to the class teacher. Serious incidents should be reported to the principal or in her absence, the deputy principal.

Class records

Behaviour Trackers are used to record incidents of misbehaviour/other issues and patterns of behaviour in the class, the yard and/or the school. Incidents should be recorded on the Log of Actions on Aladdin by the teacher who has dealt with the problem. All reports should be concise, dated and signed, indicating action taken. Class records are reviewed regularly by the principal.

Pupil files

More serious incidents that take place in the yard or during class time should be recorded on Aladdin. Incidents should be recorded by the teacher who has dealt with the problem. All reports should be concise, should indicate the action taken, be dated and signed. Parents/guardians should always be informed of such incidents promptly. In addition, the formal parent teacher meetings each year shall include reference to a child's behaviour in school. The progress reports sent at Halloween mid-term, Christmas and Easter, and the end of year reports also include details on behaviour, both in the classroom and in the yard.

7. Procedures for notification of pupil absences from school

St. John's N.S. requires parents/guardians to inform the school of a child's absence as follows:

Short absences can be phoned or emailed to the office on the day of absence. Alternatively the parents/guardians can message the Class teacher on Class Dojo.

Attendance is recorded daily on the Aladdin School Administration System.

The school complies with the requirements of TUSLA on reporting student absence.

(See forms/portal on www.tusla.ie)

8. Reference to other Policies

The following policies are relevant to and have bearing on the Code of Behaviour e.g.

- o SPHE plan
- o Anti-bullying
- o Admissions
- o Health & Safety
- o Special Educational Needs

Success Criteria

Through the successful implementation of this policy the intended outcomes are:

- Children are physically, mentally and emotionally healthy.
- Children are making informed choices about their behaviour through understanding and awareness of their role and responsibilities (as outlined in section 1)
- Children are responsive to positive correction, and show respect for other people.
- Children are following yard, class and school rules.
- School property is respected and there is no intentional damage being caused.
- Children, teachers and parents/guardians are reporting any bullying behaviour (see anti-bullying policy).
- Teachers are implementing the range of sanctions and rewards as listed in this policy.
- Children, teachers and parents/guardians have appropriate awareness of the Code of Behaviour, are consulted about it, and reminded of its content on an ongoing basis.
- The Board of Management continue to be actively involved in the promotion, implementation and review of the code of behaviour.
- Behavioural plan strategies are being implemented where necessary and all relevant educational stakeholders have been part of this process.
- Where cases of suspension and/or expulsion have occurred the procedures as outlined in this policy have been followed.

- Teachers are keeping factual records of incidents of poor/disruptive behaviour in their classes.
- Teachers are using the Yard Book to record incidents of misbehaviour and any other observations of note in relation to the children at playtime.
- Serious incidents or issues are recorded in the pupil files.
- Parents/Guardians are informing the school about their child/ren's absences

Roles and Responsibility

Children, staff, parents/guardians and the Board of Management will engage with The Code of Behaviour on an ongoing basis as outlined below;

Children:

- Standards of behaviour, sanctions and rewards as detailed in this policy will be reviewed with each class, in an age-appropriate manner, at the start of each school year.
- Class rules will also be drawn up at this time.

Staff:

- 'Yard' will remain a standing point on the agenda for monthly staff meetings.

Parents/Guardians:

- Parent-teacher meetings will include reference to the behaviour of their individual child.

The Board of Management:

- The Board of Management will be kept informed about any major breaches of the Code of Behaviour in their meetings throughout the year.

Implementation Date

Timetable for Review

This policy will be regularly reviewed in line with the priorities set by the Board of Management.

Ratification & Communication

This policy was ratified at the Board of Management meeting held on

Signed:

Chairperson:



Reference Section

- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008
- Education (Miscellaneous Provisions) Act, 2007 - provides for certain changes in the hearing of Appeals under S29 of the Education Act, 1998
- Education (Welfare) Act, 2000
- Education Act, 1998
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
 - (1) Permanent exclusion from a school
 - (2) Suspension
 - (3) Refusal to enrol
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin, 1997. Ch. 4 p.56-61 Recommendations for Schools
- Stay Safe and Walk Tall Programmes
- Management Board Members' Handbook. Revised 2007. CPSMA: A suggested Code of Behaviour & Discipline for National Schools
- INTO (2004) Managing Challenging Behaviour: Guidelines for Teachers
- INTO (2006) Towards Positive Behaviour in Primary Schools
- INTO (1995) Enhancing Self Esteem
- The Education Act 1998. The Education Welfare Act 2000. Questions and Answers, INTO
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership.
- Working Together – to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino

Appendix 1: Green Slip for Positive Behaviour



GREEN PRAISE NOTE

Today my teacher wants you to know that...

A large, empty rectangular box with a double-line border, intended for the student to write their praise note.

Well done!

Signed: _____



Behaviour Reflections

Name: _____

Date: _____

Reasons for
my behaviour

Description of my
behaviour

Consequences of
my behaviour

How do I feel?

How has my behaviour
affected others?

Other consequence(s)

Plan for improvement _____

Pupil	_____
Parent	_____
Teacher	_____

Appendix 3: Red Slip for Major/Gross Misdemeanour



St John's (Church of Ireland) National School

Tower Road, Clondalkin, Dublin 22.

Roll No. 18642Q

Tel. 01 4570680

E-mail. secretary@stjohnsnsclondalkin.com

Date: _____

Dear Parent,

Please talk to _____ about the following incident of misconduct which occurred in school today:-

Teacher's signature: _____

IN ALL CASES, PLEASE SIGN THIS FORM

Parent's comment (if desired):

Parent's signature:- _____

THIS MUST BE SIGNED AND RETURNED TO THE SCHOOL TOMORROW AND WILL BE KEPT ON FILE.

Appendix 4: From The NEWB Guidelines for Schools: Section 11.3 gives factors for consideration before suspending a student:

Suspension

Factors to consider before suspending a student
The nature and seriousness of the behaviour
<ul style="list-style-type: none"> • What is the precise description of the behaviour? • How persistent has the unacceptable behaviour been? • Has the problem behaviour escalated, in spite of the interventions tried?
The context of the behaviour
<ul style="list-style-type: none"> • What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)? • What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)? • What is the age, stage of development and cognitive ability of the student? • Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?
The impact of the behaviour
<ul style="list-style-type: none"> • How are other students and staff affected by the student's behaviour? • What is the impact of the behaviour on the teaching and learning of the class? • Does the behaviour have a particular or greater impact on some students or teachers? • Does the student understand the impact of their behaviour on others?
The interventions tried to date
<ul style="list-style-type: none"> • What interventions have been tried? Over what period? • How have the interventions been recorded and monitored? • What has been the result of those interventions? • Have the parents been involved in finding a solution to the problem behaviour? • Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate? • Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available? • Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem? • Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?
Whether suspension is a proportionate response
<ul style="list-style-type: none"> • Does the student's behaviour warrant suspension? • Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?
The possible impact of suspension
<ul style="list-style-type: none"> • Will suspension allow additional or alternative interventions to be made? • Will suspension help the student to change the inappropriate behaviour? • How will suspension help teachers or other students affected by the behaviour? • Will suspension exacerbate any educational vulnerability of the student?