

St. Gabriel's Primary School Code of Behaviour

This Code of Behaviour is drawn up in accordance with

- Rules for National Schools (Rule 130)
- The Educational Welfare Act 2000 (in particular Section 23/3)
- Special Educational Needs Act
- Developing a Code of Behaviour: 'Guidelines for Schools 2008'
- INTO publication 'Managing Challenging Behaviour'

INTRODUCTION

St. Gabriel's is a Catholic school whose school plan is underpinned by its Catholic ethos. Our aim is to provide a safe, happy learning environment where children's emotional, psychological, physical and moral development is catered for in addition to their academic progress. The school promotes and expects from its pupils, a tolerance of different religious beliefs, and of those with no religious beliefs.

St. Gabriel's is a safe and happy place where we are encouraged to treat ourselves and others with respect and to take responsibility for our own behaviour. We stay safe by being helpful and honest with other children and with the adults who take care of us in school. We show respect and care when we allow others to learn and be happy in school. We show responsibility when we do as we are asked and when we admit that we are not always right. We have school rules to help make sure that everyone is treated fairly and well and no one is bullied. We expect that everyone follows these rules. We show pride in ourselves, in our families and our school when we keep the rules. Our enrolment policy requires that parents sign a statement accepting our Code of Behaviour before they can register their child as a pupil of St. Gabriel's school (see Enrolment Policy). We treat all children and each other with respect and dignity.

PRINCIPLES

Our Code of Behaviour is designed to create a secure and positive learning, teaching and working environment in St. Gabriel's. It is a statement of our commitment to upholding and protecting the rights of pupils, parents and staff members and is based on the principles of mutual respect, fairness, inclusion, the promotion of self-discipline and the importance of listening to all members of the school community. It promotes positive behaviour. It respects difference. It values and protects the uniqueness and sensitivities of the individual. It recognises and treats with equality, the rights and needs of both individuals and groups within the school community and provides for a means of redress when these are denied. It acknowledges the responsibility that all members of the school community have in promoting a positive ethos that permeates all school activities.

WHOLE SCHOOL APPROACH

Our education programme promotes and safeguards the whole development of the children in our care – emotional, social, intellectual, spiritual, moral, creative and physical – in an atmosphere that nurtures potential and takes pride in achievement. It encourages a co-operative and mutually supportive spirit between the partners in children's education. This code was drawn up and agreed to by parents, pupils and staff in order to influence children to look critically and honestly at their own behaviour and to acknowledge responsibility for themselves and towards others, in school, at home and in the wider community. This collaborative whole school approach is vital to the development of self-motivated learners,

to the development of a healthy sense of self-esteem and to the development of increasingly responsible and caring citizens who are at ease with themselves and the world. It acknowledges the responsibility that all members of the school community have in promoting a positive ethos that permeates all school activities. To ensure that all new staff are familiar with the Code of Behaviour it is a compulsory part of our introduction programme and is discussed every September at our first staff meeting. It is then discussed termly to ensure consistency and fairness. New parents get a copy of the policy and an opportunity to discuss it at the annual parent's meetings.

The rights enshrined in our Code of Behaviour

- The right of all to emotional, social, intellectual, spiritual, moral, creative, and physical safety
- The right as pupils to grow and learn in a positive atmosphere that values each child's contribution
- The right as parents to be involved in and consulted on their child's/ children's education and development
- The right as staff members to work and teach in an atmosphere of order, attention and respect
- The right of all to procedures for restoring denied rights.

The responsibilities that flow from our Code of Behaviour include

- The responsibility to respect the integrity of children and adults alike
- The responsibility of pupils to learn, and to respect the right of others to learn in a creative and non-threatening atmosphere
- The responsibility of parents to take an active interest in their child's/ children's progress and possible problems and to consult, as appropriate, with the school the responsibility of staff members to create a learning environment that meets children's needs and abilities and values their individual contributions
- The responsibility of all to adhere to an agreed complaints procedure when there is cause for a justifiable complaint.

SETTING STANDARDS

The aims of our Code of Behaviour

Our Code of Behaviour aims to ensure that St. Gabriel's functions as a safe, happy, positive and stimulating learning and teaching environment. It is designed to help children to make informed choices about their behaviour so that each child has the opportunity to develop his/her full potential; and talent, ability and aspirations are not adversely affected by the inconsiderate behaviour of others.

The aims are:

1. To ensure that all children have the opportunity to learn and develop in an affirming and caring atmosphere, and according to their needs and abilities
2. To help children feel safe, happy and fulfilled while at school
3. To create a positive environment and promote positive behaviour
4. To ensure that all children are treated, and treat others fairly and well
5. To help children become aware of the possible effects of their behaviour on others
6. To encourage qualities of honesty, diligence, loyalty, self-discipline, consideration for the opinions of others and respect for difference
7. To enable teachers to teach children to learn without disruption.

The objectives of our Code of Behaviour

The commitment of parents, pupils and staff to this policy will help to ensure that the children in our care grow as people and acquire knowledge and life skills appropriate to their age and stage of development. Children should also be enabled to appreciate that school is part of the wider community where the rights of all, including their own, must be respected.

The objectives are:

1. That children will work and learn successfully on their own initiative and in collaboration with others
2. That children will develop relationship that value the other person as an equal and respect the difference
3. That children will learn to resolve, in a fair-minded way, any differences or conflicts that may arise between themselves and other children or adults
4. That children will learn to consider the feelings of others and accept responsibility for their own actions
5. That success will be celebrated
6. That self-esteem will be nurtured and the quality of life in school protected

Implementing a Code of Behaviour

A Code of Behaviour must be predictable, consistent and fair and children must know what is expected of them. Our Code of Behaviour takes a whole-school approach that promotes responsible behaviour and respect for the rights of others. It relies on the co-operation of parents, pupils and members of staff to ensure that these rights are restored. Responsible behaviour is duly and justly rewarded and age-appropriate sanctions are imposed when legitimate rights are denied. Based on these principles a set of short, clear and positively phrased rules has been devised.

SCHOOL RULES

1. Be in school on time and in uniform.
2. Stay on site and only leave the school with staff permission.
3. Do as requested without argument.
4. Keep unhelpful hands, feet, objects and comments to yourself. Treat others kindly.
5. Walk around the school quietly.
6. Respect all property in school.
7. Bring a note to explain absences.

CLASSROOM RULES

Classroom rules are drawn up by each class with their teacher. They are positive, clear and enforced consistently. Examples might include:

1. Be prepared for class.
2. Listen.
3. Raise your hand to speak.
4. Treat others kindly.
5. Present homework as required.

PLAYGROUND RULES

1. Play with care, use kind hands, feet and words.
2. Keep to your own section of the yard.
3. Climbing is not allowed.
4. Freeze when you hear the bell then walk to your line when asked.

INTERNET

A set of rules for safe, appropriate use of the internet has also been devised – see the ‘Acceptable Use Policy’ and “Anti-Bullying Policy”.

PROMOTING GOOD BEHAVIOUR

In general children attending St. Gabriel’s are thoughtful, courteous, kind, fun-loving and keen to learn. Normally, classrooms are hives of creative and productive activity and break-time in the playground provides a healthy outlet for youthful energies. All of this contributes to the school’s happy atmosphere of which we are proud. It is what all of us, children, parents, teachers and other carers in St. Gabriel’s expect. We also aim to reinforce positive behaviour by recognising and rewarding effort as well as achievement. This is done on a school-wide basis through schemes such as ‘Student of the Week’, ‘Artist of the Week’, inclusion in ‘School Monthly Newsletter’, acknowledgement at Assembly and termly rewards for attendance and uniform and notices on our school news bulletin board. This broad range of rewards is designed to allow all students the opportunity to experience success and acknowledgement.

Rewards for achievements across the school

Good behaviour is the expected norm, it is praised and appreciated. Specific rewards may also be given for:

- Punctuality
- Attendance
- Effort
- Achievement
- Co-operation
- Uniform
- Improvement

The rewards may be given to individual classes, to a group of competing classes or children may be chosen on a school-wide basis.

Classroom – Based rewards

Classroom-based rewards are awarded at the discretion of the teacher who will ensure that the efforts of children who find learning difficult are seen to be as valued as those of high achievers. Teachers will ensure that they are meaningful and attainable, that they acknowledge behaviour that is valued and that they are closely linked in time to that specific behaviour.

Types of rewards

- Praise
- Stars/ stickers/ stamps / smiley face
- Extra games time/trampoline time
- Certificates /Written praise/compliment card
- Student of the day/ special person of the day
- Class bear goes home for night with child
- Permission to sit with a chosen friend
- Homework /subject exemption
- Extra library/ Reading/ PE/ Art/ Computer time
- Popcorn and video time
- Extra time in the playground

- Extra time on the climbing frame
 - Board games
 - Local trip/ outing
 - Visit to another classroom to share/show achievement
 - Visit to Principal's office to share/show achievement
 - Trophy/ Medals
 - Lunchtime T.V or Music
 - Work displayed
 - A specially written letter home
 - Responsibility for classroom task or chore
 - Appointed line or group leader
 - Mentioned on 'Good News' bulletin board
- (See Appendix B for further suggestions)

Frequency

Children may be awarded on a daily, weekly or monthly basis.

Reward schemes will be monitored to evaluate their effectiveness in promoting positive behaviour or in reducing undesirable behaviour. Evaluation will involve relevant members of our school community and the attitudes of pupils to the rewards will be of particular significance. Care will be taken to ensure that it is not always the same child who is rewarded and that the rewards do not seem unobtainable or de-motivate children in any way.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

Children who misbehave are a minority; never the less it must be addressed because it deprives other children of their right to a safe and secure growing and learning environment. Staff members are also denied due respect as well as the right to work in a positive environment. Initially we use a restorative approach to behaviour management and strive to show children what was inappropriate about the behaviour and how any damaged relationships can be repaired. However, some behaviour requires sanctions. Carefully thought-out sanctions have therefore been devised to help restore these denied rights and promote positive behaviour.

The teacher in charge is responsible for imposing the sanctions outlined below. Every effort will be made to ensure consistency and fairness and to ascertain the cause of the misbehaviour. It should be made clear that it is the behaviour that is criticised not the child. (Parents wishing to discuss a serious discipline problem with a teacher are asked to do so only by prior arrangement so that the teacher can give the matter the time and attention it needs.)

Sanctions will be imposed for breaking the school, classroom or playground rules and will be appropriate to the misdemeanour. Hitting back' is not acceptable at any time as a form of self-defence. In the vast majority of cases the sanctions below will be appropriate however some serious incidents of unacceptable behaviour such as leaving the school without permission from the Principal may require an emergency response such as notifying the Gardaí. Gross or continuously disruptive behaviour may result in suspension (see section on suspension/expulsion).

Each child is expected at all times to take reasonable care of his/her own property, but we will try to return to the owner, property that has been taken without permission. In the event, the parent/s of those involved may be asked to co-operate with the teacher in

attempting to resolve the situation. Large amounts of money and expensive toys or equipment must not be brought into school consequently if brought to school it is at the child's own risk. Graffiti and litter must always be removed by the culprit/s and co-operation will be sought from the parent/s of those who deface or damage school property. Parents may be requested to repair, replace or fund the repair of damaged property.

Mobile Phones

We understand that parents may require children to carry mobile phones however when on school premises their phones must be powered off and kept in their school bags. If a call or text is received or made (accidentally or on purpose) or if the phone is taken out for any use, the phone is taken from the child and the class teacher will return it before home time. If this happens a second time the phone will be sent to the Principal who will return it at home time. If it happens a third or subsequent time an adult from the child's family must collect the phone from the Principal. Repeated offenders may be banned from bringing phones to school. Children's phones may never be used to take photographs. Mobile phones may not be brought on school trips or outings. Children have the option of giving them to the teacher before the outing or leaving them at home.

Phones are brought to school at the owner's risk and the school does not accept responsibility for missing or damaged phones.

Sanctions

A 'traffic lights' system of Green, Orange, Red is used to manage behaviour. This is displayed in all classrooms. We give every child a new start every day and begin on a positive note with everyone on 'Green' i.e. their names are placed on the green light. This also has the advantage of giving children a visual clue to their behaviour.

The general steps for imposing sanctions are:

1. A warning, very brief reasoning with child (move to orange).
2. A second warning, very brief reprimand (move to red).
3. A third warning, the misbehaving child will be moved to another place in the classroom.
4. On the fourth incident the child will be moved to another classroom for a brief period with appropriate work. Very brief but clear advice will be given to the child on how s/he can improve.
5. If the misbehaviour continues that day, the child's behaviour will be recorded in the child's journal and the parent's notified.
6. If after a written note home, there is no change in behaviour the teacher will ask to meet with the parents. (We believe that the parents should be kept informed of continuous disruptive behaviour or instances of serious misbehaviour. We find that it is better to involve parents at an early stage than as a last resort).
7. If there is no appreciable improvement, the misbehaving child will be referred with a note to the Principal who will record the incident. (A standard form may be used).
8. A Behaviour Management Plan will be drawn up. This may involve the class teacher, SEN teacher and a member of the senior management team. The plan will be explained to the child. S/he will be involved in setting behaviour targets. Lunch time detention may be included as a sanction as part of this plan. In which case the plan will be sent home to be signed by the parents. (see Appendix 1 for procedures)
9. If the misbehaviour continues, the Principal and the class teacher will jointly request a meeting with the parent's. Concerns will be discussed and an opportunity will be given to parents to respond.
 - Relevant assessments may be sought
 - The behaviour management plan will be discussed /reviewed to give parents another opportunity to be involved.
 - A reduced day may be implemented in adherence with Department of Education circulars and guidelines.

- The possibility of suspension/expulsion will be explained.
 - If parents fail to attend the Principal will write and re-schedule. Failing that, the school authorities have a duty to respond to the negative behaviour without input from parents. Written notification of suspension will be sent if that sanction is to be imposed.
10. If there is no appreciable improvement, suspension may be carried out in accordance with the school policy.
 11. For serious incidents of misbehaviour immediate suspension may be carried out (see section on suspensions)
 12. Where there is a serious problem and if the welfare of other children or staff be at issue, placement in another school, more appropriate to the child's needs, may be sought.
- These steps apply equally to all teaching and learning activities, inside and outside the classroom.
 - A serious instance of misbehaviour may result in a teacher or Principal moving immediately to step number 5 or further. The severity of the sanction will be based on the repeated nature or seriousness of the child's behaviour.
 - Sanctions may not be applied to whole class/es in cases of individual or small group misbehaviour.

Sanctions specific to misbehaviour in the Playground

It is preferable that classroom issues be dealt with by the class teacher and not taken into the playground. However, messages to staff on duty such as "s/he is having a bad day please keep an eye on her/him" are helpful.

Red/yellow cards

- Child is given a verbal warning by the teacher on duty if they misbehave in the playground.
- If child misbehaves again or if there is a serious incident they are given another warning by the teacher and shown a yellow card.
- A red card is then issued if serious misbehaviour continues. If a red card has been given the teacher must record the incident in the folder and sign their name. The child is then put in a circle in the opposite playground for 5 minutes to allow them to calm down. The child's class teacher must also be informed. The incident is recorded on the red card sheet in the record folder and this sheet is given to the teacher at the end of break. This is stored in the class Record Keeping Folder.
- If a child is continuously misbehaving in the yard an Individual Behaviour Management Plan will be drawn up for the child by the class teacher. More than 3 red cards is considered to be continuous misbehaviour requiring a Behaviour Plan. For serious once off incidents see section on sanctions.

Strategies for Dealing with and Preventing Misbehaviour

The inclusion of the Stay Safe Programme, R.S.E, Grow In Love Programme, Walk Tall and Circle-time as well as other social skills and SPHE programmes in each class is intended to minimise problems, prepare children to deal with minor incidents independently, and foster an atmosphere of fairness and kindness. They are also an opportunity for children to discuss, reflect and contribute to the solving of behavioural problems.

- Our Playground Friends Scheme, School Completion Programme, work with the HSCL teacher, the targeting of children for extra social skills lessons and further initiatives such as those listed below help prevent and resolve misbehavior.
- Curriculum adaptation is seen as crucial to behaviour management. Differentiated work is provided so that all children have the opportunity to experience success with their academic work.

- For some children, it may be necessary to design a behaviour management plan in which specific, short term, behavioural objectives are set as a result of discussion with the child, care-givers and teachers. Such a plan would be carried out over a short time period. Where appropriate and feasible the National Educational Psychological Services may be involved with the drawing up of this plan. It may also include a behaviour contract. This can also apply to misbehavior in the playground.
- Each year during the months of September and October every teacher (class and S.E.N) will revise, explain and explicitly teach the rules, rewards and sanctions that form our Code of Behaviour. S.E.N teachers have a particularly important role to play in supporting and encouraging children with learning or behavioural difficulties. At this time a set of lessons designed to help children to respond appropriately to minor incidents of conflict will be taught in all classes

Children with behaviour/emotional difficulties

St. Gabriel's operates a policy of inclusion, welcoming each child who presents for enrolment. Our aim is to ensure that every effort is made to identify children's needs and to provide 'a level and quality of education appropriate to meeting their needs and abilities'. (Education Act, Equality Act)

All children must follow the Code of Behaviour; it is acknowledged that some children have difficulties in this area. Every effort will be made to support the child in this position. The teacher seeks a solution through various strategies within the context of the classroom with rewards, catching a child when good, bringing attention to positive behaviour, being specific about inappropriate behaviour, setting behaviour goals, putting sanctions in place e.g. Loss of privileges, loss of 'Golden Time', 'Time-Out' is also used and 'Circle Time' if appropriate. If intervention is needed, professional help will be sought. However, all children are still subject to the Code of Behaviour for our school.

Procedure:

- Children who are consistently behaving badly will be monitored carefully. Every incident will be written up. This may include both class and S.E.N teachers.
- A Behaviour Management Plan will be written up and followed. The Deputy Principal and or Senior S.E.N. teachers will be involved with this.
- Parents will be informed of the situation and arrangements will be made to meet with parents on a regular basis for feedback and report on behaviour management plan
- If the position does not improve written permission will be sought from the parents to make a referral to the Child & Family Centre, and or National Educational Psychological Services
- If parents do not agree, a form will be signed to this effect.
- Parents will be requested to provide the school with any reports received from the clinic, which might help the school to deal with the child's problems and will be encouraged to follow through any suggestions made by the Child & Family Clinic.
- Recommendations from the Educational psychologist will be followed and resource hours assigned where appropriate.
- The Principal, with permission from the parents, may seek to have a Special Needs Assistant assigned to the child
- Parents will continue to come to the school on a weekly basis for reports.

- If behaviour improves meetings will be at longer intervals until it is no longer necessary to have such contact.
- Suspension/Expulsion in accordance with the school policy (see section on suspension/expulsion)
- In extreme cases where the education of the other children in the class is being adversely affected or their emotional welfare is suffering, then, in consultation with the class teacher and other staff involved with the child, a decision may be taken by the Principal to shorten the child's day. By doing so it is hoped that the time spent in school will be within the limits of what the child can cope with and at the same time allows the other children a time during which their needs may be focused on by teachers. In reaching this decision the NEWB guidelines will be followed.
- Having worked through the above steps and where it is felt by the Board of Management that they have explored all other options (in consultation with the Principal, teaching staff, D.E.S. Inspector and psychologist) a decision may be taken to seek a placement in another school deemed more appropriate to meeting the educational, emotional, psychological and language needs of the child.
- Support and co-operation from parents is crucial in achieving the best outcome for the child.

Bullying and Harassment

Bullying and harassment of staff or pupils is never accepted in St. Gabriel's. The school has a separate Anti-Bullying Policy and Adult Anti-Bullying Policy to deal with these issues.

SUSPENSION

- 1) Suspension is defined as requiring the pupil to absent him/herself from the school for a specified, limited period of school days. During the period of suspension, the pupil will retain his/her place in the school.
- 2) The Principal/Board of Management may consider and carry out suspension for serious incidents of misbehavior such as aggressive, threatening or violent behavior towards teaches or pupils, bullying, vandalism, verbal abuse/offensive language against teachers or pupils, serious inappropriate use of the internet, supply or use of illegal drugs, stealing, persistently disruptive behavior, repeated instances of misbehavior, assault of a staff member or leaving the school without permission from a senior staff member. This list is not exhaustive and, other serious misbehavior may also result in suspension. Parents may appeal a decision to suspend a pupil
- 3) The Board of Management has authorized the Principal/Acting Principal to exclude a pupil from the school for a maximum initial period of three days (this may be as a result of continuously disruptive or a single serious breach of discipline such as those named above).
- 4) Formal Suspension: It is acknowledged that excluding a child for all or part of a school day or asking a parent to keep a child at home from school as a sanction is a suspension and the NEWB guidelines will be followed in this context.

- 5) When suspension is being considered the parents will be invited to come to the school to discuss the misbehavior with the Principal and class teacher (step 9 on the sanctions list)
- 6) Parents and child will be given an opportunity to respond before a decision is taken to suspend a pupil.
- 7) Immediate suspension may be imposed when preliminary investigation is carried out and if:
 - i. The continued presence of the pupil would represent a serious threat to the safety of students or staff.
 - ii. A pupil leaves the school premises without permission from senior staff.
 - iii. A member of staff is assaulted.In the case of immediate suspension case the pupil will be supervised by the Principal/Deputy and the parents will be called to collect him/her.
- 8) In all cases the parents will be given a letter explaining the reasons, duration and any study plan to be followed. The arrangements for returning to the school and a provision for appeal to the Board of Management will be clarified, where applicable.
- 9) On returning to the school a plan will be developed to help the pupil to take responsibility to catch up on work missed. A member of the Senior Management Team will be appointed to support the pupil in settling back in and the pupil will be given the opportunity for a fresh start.
- 10) Where the Principal is proposing suspensions for longer than 3 days or proposing subsequent suspensions for the same pupil and the matter will be referred to the Board of Management. The Board of Management will act in accordance with the N.E.W.B guidelines for schools.
- 11) Where a student is suspended for a cumulative total of six days or more the N.E.W.B. will be notified in writing.
- 12) Records of suspensions are kept in accordance with the 'Data Protection Act'.
- 13) Where allegations of criminal behavior are made about a pupil these will usually be referred to the Gardaí who have a responsibility for investigating criminal matters.

RECORDS

- 1) Formal and written records will be kept of investigation, interviews held, the decision and rationale for the decision and the duration of and conditions linked to suspension.
- 2) The principal will report all suspensions to the Board of Management with the reasons for the duration of each suspension.
- 3) Report to NEWB: The Principal is required to report suspensions to the NEWB in accordance with NEWB reporting guidelines (Education Welfare Act 2000, Sect. 21)

EXPULSION

A pupil is expelled from our school when the Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of Section 26 of the Education Welfare Act 2000. The authority to expel a pupil rests with the Board of Management. Expulsion may happen after the school authorities have tried a

series of other interventions and believe that they have exhausted all possibilities for changing the pupil's behaviour.

Expulsion will be a proportionate response to the student's behaviour, and require serious grounds such as:

- (i) The pupil's behavior is a persistent cause of significant disruption to the learning of others or to the teaching process.
- (ii) The pupil's continued presence in the school constitutes a real and significant threat to safety
- (iii) The pupil is responsible for serious damage to property.

(This list is not exhaustive)

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

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

(This list is not exhaustive)

12.4 Procedures in respect of expulsion

St. Gabriel's school is committed to following fair procedures as well as procedures prescribed under the Educational (Welfare) Act 2000, when proposing to expel a student. 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.** Parents will be informed in writing of the alleged misbehavior and the proposed investigation in order to have a permanent record of letting them know. Parents will be given an opportunity to respond to the complaint of serious misbehavior.
- 2. A recommendation to the Board of Management by the Principal.** The child and parents will be informed of this approach and they will be informed that they can make a written and oral submission to the Board.
- 3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.** The initial investigation will be reviewed by the Board to check that it is in line with fair procedures. The hearing will be carried out as detailed in the NEWB Guidelines.
- 4. Board of Management deliberations and actions following the hearing.** The Board will decide if expulsion is an appropriate sanction and if it is considered so the NEWB Officer must be informed in writing of the Board's opinion and reasons for that opinion.
- 5. Consultations arranged by the Educational Welfare Officer.** Within 20 days of receipt of notification of expulsion by the Education Welfare Officer, s/he will hold individual consultations with the principal, parents and the child will convene a meeting of those who wish to attend to ensure arrangements are made for the child to continue in education.
- 6. Confirmation of the decision to expel.** Where the 20-day period following notification to the Education Welfare Officer has elapsed and where the Board of Management still remains of the view that the child should be expelled, this decision to expel may be delegated to the Principal and Chairperson.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

APPEALS

A parent may appeal a decision to expel a pupil to the Secretary General of the Department of Education & Science (Education Act 1998, Section 29), or suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

The Board of Management will act in accordance with the N.E.W.B. guidelines for school.

ABSENCES FROM SCHOOL

- Parents/guardians are required to send in a signed and dated note informing teachers of the reason for their child's absence.
- These notes are kept until the end of the year and the reason for absence is recorded on the school's electronic roll system.
- When children miss more than 20 days the school is required to make a referral to the Education Welfare Officer (E.W.O.)
- An electronic software system is used to record absences and attendance.
- For strategies to promote and encourage good attendance, see the school policy on attendance.

SCHOOL POLICIES AND PLANS

All policies have a bearing on the Code of Behaviour and in particular,

- Anti-Bullying
- Dignity at work
- Admissions and Participation
- Health & Safety
- Record Keeping
- Special Educational Needs
- SPHE Plan

The Development of the Code of Behaviour

March 2008:	Committee formed to review Code of Behaviour, current documents audited and reviewed
May 2008:	Interim report and whole staff & BOM consultation of NEWB Draft
June 2008:	Draft of Code of Behaviour finalised
October 2008:	Code circulated to school staff members, comments and input received
February 2009:	Input from children
March 2009:	Circulated to parents
May 2009:	Passed by Board of Management
January 2010:	Reviewed: Whole school approach to include input from all partners.
2013/2014	Introduction of revised Anti-bullying policy

January 2014: Target completion date for review and revision of document in line with Circular 0045/2013. Subject to completion of anti-bullying policy
May 2016 Policy reviewed, updated and passed by Board of Management
February 2021 Policy reviewed, updated and passed by Board of Management

Review

The code of Behaviour and in particular the use of suspension and expulsion will be reviewed every 4 years by the Board of Management, or on a needs basis.

Signature

Signed: *Margaret W. Gualthoblen O.P.*

Chairperson, Board of Management, St. Gabriel's Primary School

Date: 25/2/2021

APPENDIX 1

Suspension

FACTORS TO CONSIDER BEFORE SUSPENDING A STUDENT

The Nature and seriousness of the behaviour

- 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

- 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

- 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

- 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 probationary response

- 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 the suspension

- 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?

APPENDIX 2

CODE OF BEHAVIOUR – SUMMARY

Our Code of Behaviour is in place to provide a safe, happy environment for all children. We place great importance on praise and positivity. We use rewards where possible. We have a lot of programmes in place (peer mediation, Stay Safe, Alive-O, Walk Tall, mindfulness, etc) to teach good, positive behaviour and when appropriate we use Individual Behaviour Plans. We believe that we need everyone to work together to make the code effective and we appreciate the support of parents in this. We work on the basis that we all have both rights and responsibilities.

Our rules are:

1. School

- a) Do as requested without argument.
- b) Walk around the school quietly.
- c) Stay on site and only leave the school with permission from the Principal.
- d) Keep unhelpful hands, feet, objects and comments to yourself. Treat others kindly.
- e) Be in school on time, clean, tidy and in uniform.
- f) Bring a note to explain absences.
- g) Respect all property in school.

2. Classroom

- a) Be prepared for Class.
- b) Listen.
- c) Raise your hand to speak.
- d) Treat others kindly.
- e) Present homework as required.

3. Playground

- 4. Play with care, use kind hands, feet and words.
- 5. Keep to your own section of the yard.
- 6. Climbing is not allowed.
- 7. Freeze when you hear the bell then walk to your line when asked.

Our motto is **KIND HANDS, KIND FEET, KIND WORDS**

We have a 'Traffic Lights' system of behaviour management where the children get warnings – (Green, Orange, Red) before receiving any sanction such as, being moved to another part of the class or different classroom, having a note sent home, being sent to the Principal, etc. A Red/Yellow card system with warnings also applies in the playground which can result in 5 minutes "time out" from play or more serious sanctions. For continuous misbehaviour we will draw up an individual Behaviour Plan (IBP) in consultation with the parents. Very serious misbehaviour may result in suspension or expulsion. (This is extremely rare.) Bullying is never accepted and is treated seriously. We have a separate Anti-Bullying policy.

This is a summary, the entire Code of Behaviour and Anti-bullying policy are on our website and available on request from the office.

APPENDIX 3

DETENTION IN OUR CODE OF BEHAVIOUR

PROCEDURES

1. Detention should be used in limited circumstances and will take place at break time.
2. Continuous disruptive behaviour and behaviour that is harmful to others merits detention.
3. Detention would be used after stage 6 of our sanctions. It will be explained as a possible or imminent sanction if behaviour does not improve. It will be included in the Behaviour Management Plan at stage 8.
4. The duration and frequency and effectiveness would be worked out as part of the Behaviour Management Plan.
5. However, as a rule it would not be more than once a week/ 4 times in a month. (Perhaps for infants it might happen 2/3 times in the first week.)
6. Detention would usually take place at lunch of the following day. If detention is part of the child's Behaviour Plan, then parents are already notified.
7. It will relate to all children in our school.

LOGISTICS

- A. Written work (not lines) or a reflection sheet on the misbehaviour will be set by the class teacher.
- B. It will be supervised by two teachers on a rotational basis and will take place in the classroom of one of the teachers on duty/ the SEN classroom nearest the staffroom. The location may change according to availability of space.
- C. If a young child is on detention for 5/10 minutes the teachers involved may choose to carry this out at the front reception area.
- D. There will be a maximum of 4 children per day for detention.
- E. All teachers will receive a weekly rota.
- F. It is the responsibility of the class teacher to notify colleagues when detention is required.
- G. If the teachers are coincidentally on yard duty, then the next person on the list will cover for that day.

BEHAVIOUR RECORD

[illegible]

APPENDIX 5

WEEKLY BEHAVIOUR RECORD

CHILD: _____ CLASS: _____ TEACHER: _____

	Incidents – Positive and/or Challenging Behaviour (Comment or tick)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

INDIVIDUAL BEHAVIOUR PLAN

TEACHER/S _____

RECORD AND DATE OF INCIDENTS:

[illegible]

APPENDIX 7

NAME _____

CLASS _____

TEACHER/S _____

STAGE TWO (Please use bullet points)

SUMMARY OF PROBLEM:

[illegible]

EXPECTATIONS/TARGETED BEHAVIOUR:

STRATEGIES FOR CHILD/TEACHER/PARENT

CONSEQUENCES OF POSITIVE/NEGATIVE BEHAVIOUR:

APPENDIX 8

Rewards/positive reinforcements

INFANTS – FIRST CLASS

- Play Music
- Painting
- Work with puzzles
- Use Marla
- Use the computer
- Cut & paste pictures/scrapbook
- Use coloured chalk in playground
- Finger painting
- Play with a special toy

SECOND – FOURTH CLASS

- Go to the library corner/room to work on a special project
- Listen to a story with earphones
- Work in the art corner
- Work on scrapbook project using magazines in the room
- Starting lunch 5 minutes early
- Be line captain
- Be in charge of passing out papers and other class materials
- Be allowed to take a special toy to the playground
- Go on a message to another class/the office (with partner)

FIFTH & SIXTH CLASS

- Use some board game / Play charades
- Use the computer and choose the computer program
- Create something on computer (card, design, poster)
- Be allowed to rehearse a sketch or joke telling session to perform for a class
- Be allowed to chat with a friend for a designated period in a designated area
- Be allowed to relax and put feet up on stool for a designated period
- Prepare the class notice board using display of student's choice
- Draw / Read
- Use construction materials
- Discuss past or forthcoming sports or social events
- Choose class activity (from list0 for Friday afternoon
- Move a chair to sit in another place

APPENDIX 9

Behaviour Reflection Sheet

Name: _____

Class: _____

Teacher: _____

What did you do that got you into trouble?

Why was it wrong to do what you did?

What can you do differently in future?

Signed: _____

Date: _____

APPENDIX 10

RECORDING DISRUPTIVE BEHAVIOUR – FREQUENCY CHART

Task: Input x each time the disruptive behaviour occurs in each time slot.

Pupils Name:	Class:	Week of :	Recording Adult:
Behaviour to be observed:			
Alternative behaviour sought:			

TIME/LESSON (Use details below or edit)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50 – 9:30 Entry to school/ Assembly					
9:30 – 10:30 Lesson 1					
10:30 – 10:40 Break					
10:40 – 11:20 Lesson 2					
11:20 – 12:00 Lesson 3					
12:00 – 12:30 Lunch					
12:30 – 1:30 Lesson 4					
1:30 Dismissal					
1:30 – 2:30 Lesson 5					
2:30 Dismissal					

REVISED CODE OF BEHAVIOUR

Dear Parents,

All Schools are required by the Department of Education & Science to develop and apply a 'Code of Behaviour'. We have done this and we would like you to read through the policy and return this form.

We would also appreciate any comments or feedback from you. Please feel free to either write your comments or make an appointment to discuss any concerns you may have.

It has become a very long document as there are a lot of guidelines we have to follow, so to help you we have written a brief summary. However, please try to find the time to read it all.

NAME/S OF CHILD/REN

CLASS/ES

_____	_____
_____	_____
_____	_____
_____	_____

I am happy to support the 'Code of Behaviour' for St. Gabriel's School.

Signed: _____

Date: _____

**ST GABRIELS PRIMARY SCHOOL
CODE OF BEHAVIOUR
NOTICE REGARDING SUSPENSION**

Suspension is defined as requiring a pupil to absent him/herself from school for a specified, limited period of school days. During the suspension the pupil retains his/her place in the school. Suspension is a consequence of unacceptable behaviour, as outlined in our school Code of Behaviour.

Child's name and class: _____

Reason for suspension: _____

Date of incident: _____

The incident warranted immediate suspension under the school's Code of Behaviour:
Yes / No

Date of suspension:

Duration:

Date of return to school:

Date of meeting with parents/guardians:

The class teacher provides work for the pupil to complete during the period of suspension. A plan is developed by the class teacher to help the pupil to take responsibility to catch up on any work missed during the suspension.

The parents/guardians were consulted regarding the decision: Yes / No

The parents/guardians are supportive of the decision: Yes / No

Note: Where parents/guardians indicate that they are not supportive of the decision they may appeal the suspension in writing to the Board of Management of the School.

Signed: _____ Principal, St Gabriel's School

Signed: _____ Parents/Guardians