



Code of Behaviour



Other policies and documents which align with our Code of Behaviour include:

- **Anti-Bullying Policy**
- **Acceptable Use Policy**
- **Our School Rules**



Aims and Philosophy

The Principal, Deputy Principal, Teachers, Special Needs Assistants and Ancillary staff, in partnership with the parents and Board of Management aim to provide a safe, caring, happy and disciplined environment where:

- Children's self-esteem, self confidence, initiative and creativity can be nurtured
- Each child can be educated without intimidation, ridicule, interruption or discrimination
- Pupils are encouraged to take personal responsibility for their learning and their behaviour
- All members of the school community treat each other with dignity, courtesy and mutual respect
- Children are helped to mature into responsible, participating citizens

All partners in the school community; Board of Management, teaching staff, SNAS, parents and pupils have a role to play in the successful implementation of our school's Code of Behaviour

Our school's **Golden Rules**-which will be displayed in each classroom and a number of key areas in the school building and yard-are:

1. Do our best
2. Treat others kindly
3. Show respect and good manners
4. Act safely
5. Look after our school

Our school's Code of Behaviour will apply to all school related activities outside of school, including but not limited to:

- School Tours
- Games and extracurricular activities
- Attendance at events organised by the school

Understanding of Behaviour

It should be noted that learning, relationships and behaviour are inextricably linked. All behaviour is a communication of need. An understanding of the factors that influence behaviour is essential in order to provide a sound foundation for a whole school approach to promoting good behaviour and responding to unacceptable behaviour. When teachers, parents and students understand and subscribe to the school's



expectations and practices, they support the school in promoting an atmosphere which is conducive to good teaching and learning.

General Guidelines for Behaviour

Our Code of Behaviour is focused on the positive aspects of behaviour rather than on punishments or sanctions (although these are included in the appropriate section of the Code) We promote the notion of a school community where everything we do is based on mutual respect.

Children with Additional Educational and/or Behavioural Needs

Part of the successful implementation of our Code of Behaviour is ensuring a better understanding among our school community or AEN, including challenging behaviour and its root causes.. Every effort will be made to deal with children with AEN/behavioural needs fairly through the school's Code of Behaviour. Some children may require an individualised approach to dealing with challenging behaviour and this approach will be monitored, in consultation with parents, by means of a Behaviour Continuum of Support. Class teachers, SET and SNAS will collaborate to ensure that standards and rules are communicated in a way that pupils with SEN can understand.

All pupils at St. Oliver's NS are subject to the sanctions in the Code of Behaviour. These will be adapted for pupils with AEN/behavioural needs on a case by case basis. Teachers will take particular care to ensure that these sanctions help the pupil with AEN to understand clearly the purpose of the sanction and the reason(s) why their behaviour is unacceptable.

Anti-Bullying

Our school is a KIVA Antibullying School. Please see our Anti-Bullying Policy for more information

Rewards/Positive Reinforcers

Strategies for positive reinforcement of good behaviour will be used by teachers and support staff. Praise/Encouragement may be given by means of any one of the following:

Rewards/Positive Reinforcers	
● A quiet word or gesture to show approval	● A visit to another class, staff member member or to the Principal for commendation



<ul style="list-style-type: none"> • A word of praise in front of a group or the class 	<ul style="list-style-type: none"> • A reward system - pupil of the week, star/reward charts, stickers, Dojo Points, homework passes, weekly lottery/raffle, lucky dip, group competition, Golden time, class treat or party
<ul style="list-style-type: none"> • A positive email or phone call home 	<ul style="list-style-type: none"> • Golden Box Tickets for good behaviour
<ul style="list-style-type: none"> • Line Rewards-weekly additional free play, end of term a special prize 	<ul style="list-style-type: none"> • Excellence Award
<ul style="list-style-type: none"> • Delegating some special responsibility or privilege, extra responsibilities in class and in the school(Nomination for various school committees) 	<ul style="list-style-type: none"> • Photographs of award winners taken and displayed and Good News shared on school website
<ul style="list-style-type: none"> • Time on special activity 	<ul style="list-style-type: none"> • Extra Play or Golden Time
<ul style="list-style-type: none"> • Homework pass 	<ul style="list-style-type: none"> • Extra free time at lunch

Examples of unacceptable behaviour:

- Any minor misbehaviour that persists
- Showing disrespect to an adult in the school
- Deliberate interruptions of class
- Use of mobile phone while at school
- Name calling and objectionable comments
- Deliberate lying
- Fighting
- Deliberately hurting someone or causing injury
- Bullying
- Aggressive behaviour towards peers or staff, including inappropriate language and shouting
- Causing wilful damage to school property or personal property of others

Strategies to Prevent Escalation of Misbehaviour

Teacher or support staff may use the following strategies to prevent escalation of misbehaviour in class or around the school.

Sanctions

Disapproval

The purpose of sanctions and other strategies is to promote positive behaviour and to



discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child and teacher judgement of each individual situation.

Phase 1 Sanctions	
1. Verbal reprimand (including advice on how to improve and advising them about the consequences of their actions)	2. Temporary withdrawal of privileges, responsibilities or extra duties

Phase 2 Sanctions	
1. Prescribing extra work during break time or Golden Time	2. Time out in another class
3. If it continues, verbal communication with parents/guardians, via a phone call	

Phase 3 Sanctions	
1. Formal written communication with parents/guardians	2. Formal meeting class teacher with parents/guardians
3. Formal meeting with deputy principal and parents/guardians	4. Formal meeting with principal and parents/guardians
5. Suspension	6. Expulsion

Suspension/Expulsion

The Board of Management has the authority to expel a pupil in an extreme case (see p.80/81/82, Developing a Code of Behaviour; Guidelines for Schools) e.g. where repeated incidents of serious misbehaviour interfere with the educational opportunities of fellow pupils or where there is a threat to the health and safety of either pupils or staff. Where expulsion is considered the school authorities will have tried a range of other interventions and will have formed the opinion that they have exhausted all possibilities for changing the pupil's behaviour. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998). Please see **Appendix 1**.

Success Criteria

This policy will be deemed to be successful when the following are observed:



- Positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.

Implementation from date of Ratification:

Ratification and Communication

The policy will be posted on the school website and all parents notified by Aladdin. Any parent who does not have access to the internet will be advised to call to the school to obtain a hard copy.

Ratification and Review

The staff, under the guidance of the Principal will review this policy every two years.

Signed: _____ Date: __/__/____

(Chairperson of Board of Management)

Signed: _____ Date: __/__/____

(Principal)

Reviews:

Signed: _____ Date: __/__/____

(Chairperson of Board of Management)

Signed: _____ Date: __/__/____

(Principal)

Code of Behaviour



AGREEMENT

I understand fully the School Code of Behaviour and agree that
_____ will abide by it.

Signed: _____

Parent/Guardian

Signed: _____

Parent/Guardian

Appendix 1

Policies and procedures for Suspension

Suspension is defined as requiring the student to absent himself/herself from the school for a specified, limited period of school days. The Board of Management of St Oliver's NS has delegated the authority to



suspend a student, to the principal, for suspensions of up to three days. Suspension will only be used where all other sanctions have failed, or in instances of very serious misbehaviour.

The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously 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.

A single incident of serious misbehaviour may be grounds for suspension.

Teachers shall keep a written record of all instances of serious misbehaviour. Before resorting to Suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage, rather than a last resort. The factors to be considered before suspending a student as per the NEWB guidelines for schools pg.72 will be used when considering a suspension.

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 the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied. Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. Parents will be notified, and arrangements made with them for the student to be collected.

Procedures in respect of suspension

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

- inform the student and their parents about the complaint The school will let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter.
- give parents and student an opportunity to respond Parents and student will be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. If a student and their parents fail to attend a meeting, the Principal will write advising 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. The school will record the invitations made to parents and their response.

The period of suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval. The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. 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.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

Section 29 Appeal

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

Implementing the suspension

- Written notification The Principal will notify the parents and the student in writing of the decision to suspend. The letter will confirm:
 - the period of the suspension and the dates on which the suspension will begin and end
 - the reasons for the suspension
 - any study programme to be followed
 - the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour and to commit to an individual behaviour plan)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29).

Grounds for removing a suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under section 29 of the Education Act 1998.

Re-integrating the student

The school will plan to help the student to take responsibility for catching up on work missed.

Clean slate When suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour, and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

Records and reports - Records of investigation and decision-making Formal written records will be kept of:

- the investigation (including notes of all interviews held) • the decision-making process
- the decision and the rationale for the decision



- the duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Review of use of suspension

The Board of Management will review the use of suspension following the imposition of a suspension.

Expulsion

A student is expelled from the school when the Board of Management makes a decision to permanently exclude him/her from the school. Expulsion may be considered in an extreme case, in accordance with Education Welfare Act. The Board of Management of St. Oliver's NS has the authority to expel a student. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried • seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education, Special Education Support Service).

A proposal to expel a student requires serious grounds such as that:

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

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

Expulsion for a first offence

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

- actual violence or physical assault



- supplying illegal drugs to other students in the school

The factors to be considered before expelling a student as per the NEWB guidelines for schools pg.82 will be used when considering an expulsion.

Procedures in respect of expulsion

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.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

The school will refer to the guidelines pg.83-86 in the event of an expulsion. Where expulsion is being considered the parents of the pupil involved will be given a copy of the procedures in relation to expulsion.

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student. Review of use of expulsion The Board of Management will review the use of expulsion in the school following an expulsion