



CILL FLAINN

AG FÁS, AG FOGHLAIM, AG FORBAIRT

CODE OF BEHAVIOUR

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of **ST. TERESA'S N.S., KILFLYNN** has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach to promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe these standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school;
5. The grounds for removing a suspension imposed in relation to a pupil;
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

POLICY FORMULATION

In formulating this policy, the Board of Management completed the following steps:

1. Parents and staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.

2. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Principal.
3. The initial draft of the Code of Behaviour was reviewed and where appropriate, amended in-line with the feedback received.
4. The finalised draft of the policy was submitted for the Patron's approval.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the Code of Behaviour are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To create an atmosphere of respect, tolerance and consideration for others;
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences;
- To ensure the safety and well-being of all members of the school community;
- To assist school staff, parents 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.

WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of having consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by the Principal, teachers, ancillary staff and parents in the review and operation of the Code.

STANDARDS OF BEHAVIOUR

Pupils' General Behaviour

Each pupil is expected to:

- be well-behaved and to show consideration for other children and adults;
- show respect for the property of the school, other children and their own belongings;
- attend school on a regular basis and be punctual;
- do his/her best both in school and in relation to homework.

Classroom Behaviour

Each pupil is expected to:

- obey the classroom rules;
- listen to the teacher and other pupils if they are speaking;
- work to the best of his/her ability;
- value school property and the belongings of fellow pupils;
- follow the direction of his/her teacher;
- obtain his/her teacher's permission to leave the classroom;
- respect the teacher, other pupils and visitors to the classroom;
- keep classroom clean and tidy;
- remain seated on wet days;
- eat lunch in the classroom during the times allotted on timetable and not carry food or drink out of the classroom.

Playground & Playing Pitch Behaviour

Each pupil is expected to:

- play safely avoiding any games or play that are rough or dangerous.
- follow the directions of the playground supervisor(s).
- remain on school grounds at all times.
- obtain permission before re-entering the school building during break periods.
- respect the yard supervisors and fellow pupils.
- avoid swearing, fighting or name-calling.

Behaviour in other School Areas

Each pupil is expected to:

- walk along the school corridors quietly;
- wait quietly in line when exiting building at break-time;
- wait quietly in line in designated position in yard until the teacher leads class back to the classroom.

Behaviour during School Outings/Activities

Each pupil is expected to:

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

Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of each school year;
- ensure the rules are displayed in the classroom;
- encourage self-discipline and positive behaviour;
- ensure there is an appropriate level of supervision at all times;
- implement the reward/sanction scheme in a fair and consistent manner;
- keep a written record of all incidents of continued, serious or gross misconduct. This record shall indicate the advice and/or warnings given to the child regarding the misconduct and the consequences of its repetition;
- inform pupils when instances of misbehaviour on their part are being recorded;
- report repeated instances of serious misbehaviour to the Principal.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

Promoting Positive Behaviour

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

A reward scheme for promoting positive behaviour will be used e.g.

- Letter of Commendation
- Personalised letters to parent(s)/guardian(s)
- Special privileges

INAPPROPRIATE BEHAVIOUR

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

Level 1 Behaviours

Level 1 Behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours which occur in school will be developmentally appropriate, instructive and

positive. Children will be taught what is expected of them and how they should behave.

Listed below are some examples of Level 1 Behaviours.

Please note that this list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

Level 1 Disciplinary Actions

Consequences for Level 1 Behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at Level 1.

Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Loss of privileges
- Parent contact if occurring frequently
- Behaviour contract to be signed by parent and child

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Notes regarding incident/intervention/date to be kept by teacher. This information would be useful should a problem persist.

Level 2 Behaviours

Level 2 Behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff.

Listed below are some examples of Level 2 Behaviours. Please note that this list is not exhaustive.

- Repeated instances of Level 1 Behaviours which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous objects, toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Harmful substances
- Sexually explicit images

Level 2 Disciplinary Actions

The disciplining of students for Level 2 Behaviours is dependent upon the severity and frequency of the specific behaviour and the developmentally appropriate level. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents with written documentation.

Some examples of Level 2 responses are:

- In-school supervised detention : 3 days
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school for one to five days, depending on the severity of the behaviour
- Implementation of extensive behaviour-management plan

LEVEL 2 SUPPORTIVE INTERVENTIONS

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education
- Referral of a child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent)

Level 3 Behaviours

Level 3 Behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement.

Listed below are some examples of Level 3 Behaviour.

Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 Behaviours which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap or ethnic origin

Level 3 Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document.

Level 3 Responses

- ***Suspension from school for one to five days***

This response will occur with the first incidence of Level 3 Behaviour or Level 2 Behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- ***Suspension from school for five to ten days***

This response will occur with the repeated incidence of Level 3 Behaviour or a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- ***Expulsion***

Repeated incidents of Level 3 Behaviours can result in a pupil being expelled from the school.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Definition of Suspension

Suspension is defined as "*requiring the student to absent himself/herself from the school for a specific, limited period of days*"

(*Developing a Code of Behaviour: Guidelines for Schools NEWB*)

Immediate Suspension

An immediate suspension will be deemed necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and well-being of pupils and/or staff of the school.

Authority to impose an Immediate Suspension

The Board of Management of St. Teresa's N.S., Kilflynn has formally and in writing delegated the authority to impose an immediate suspension to the Principal. An immediate suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board of Management the suspension may be for a longer period but in any event will not exceed 5 school days.

Automatic Suspension

An automatic suspension is a suspension imposed for named behaviours. The Board of Management of St. Teresa's N.S., Kilflynn, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours shall incur automatic suspension as a sanction:

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- Physical violence resulting in serious damage to school property

Authority to Impose an Automatic Suspension

The Board of management of St. Teresa's N.S., Kilflynn has formally and in writing delegated to the Principal the authority to impose an automatic suspension for the above named behaviours. An automatic suspension may be for a period of one to three school days depending on the severity of the specific behavior. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Notification of Suspensions

Parent(s)/Guardian(s) will be informed of an immediate or automatic suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a pupil be sent home from school prior to his/her parent(s)/guardian(s) being notified.

Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration 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 pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an *immediate* or *automatic suspension* does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension, and
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of St. Teresa's N.S. acknowledges the fundamental importance of impartiality in the investigation process.

In this regard the following undertaking is given:

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

PROCEDURES IN RESPECT OF OTHER SUSPENSIONS

In cases other than those of Immediate or Automatic Suspension the following procedures will apply:

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of St. Teresa's N.S. will initiate a formal investigation of the matter.

The following procedures will be observed:

A written letter containing the following information will issue to parent(s)/guardian(s):

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of St. Teresa's N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made, the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration 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 pupil and the parent(s)/guardian(s);
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

GROUNDS FOR REMOVING A SUSPENSION

A suspension imposed in relation to a pupil may be removed by:

- the Board of Management's decision - for any reason;
- direction of the Secretary General, Department of Education & Skills following a Section 29 Appeal.

EXPULSION

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.' (Developing A Code of Behaviour: Guidelines for Schools, NEWB)

Authority to Expel

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

1. A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required).

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s):

- Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.

2. The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or Nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or Nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or Nominee) will:

- inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion;
- ensure that parent(s)/guardians have records of the allegations against the student, the investigation and written notice of the grounds on which the Board of Management is being asked to consider expulsion;

- provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s).

3. Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the BoM decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing regarding:

- the date, location and time of the hearing;
- their right to make a written and oral submission to the Board of Management;
- their choice, if they so wish, to be accompanied at the hearing.

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

Expulsion Hearing

In respect of the expulsion hearing, the Board gives an undertaking that

- the meeting will be properly conducted in accordance with Board procedure;
- the Principal (or BoM Nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence;
- each party will be given the opportunity to directly question the evidence of the other party;
- the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose.

Board of Management Deliberations & Actions Post-Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board will

- notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion;
- not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification;

- notify the parent(s)/guardian(s) in writing of their decision and inform them that the Educational Welfare Officer is being contacted;
- be represented at the consultation to be organized by the Educational Welfare Officer;
- suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

This Code of Behaviour has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools' (National Educational Welfare Board, 2008).

RATIFICATION AND COMMUNICATION

This policy was circulated and communicated to members of the school community following its ratification by the Board of Management (BoM) on 24th April 2023

Signed by Chairperson: _____
Caroline Lynch

Signed by Principal: _____
Nora Falvey

Date: _____

