

# Code of Behaviour

SCOIL ÍÓSAF

## 1. INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Scoil Íósaf* 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 in promoting positive behaviour.
3. The measures that shall be taken when a pupil fails or refuses to observe those standards.
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned.
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.

The Code of Behaviour of *Scoil Íósaf* has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

## 2. POLICY FORMULATION

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

- i. **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.**
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupil's suggestions to the principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalised draft of the policy was submitted for the Patron's Approval.

## 3. AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code 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

### ***Playground (Playing Pitches) 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)
- Always remain on school grounds.
- obtain – permission before re-entering the school building during break periods.
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling.

### ***Behaviour during School Outings/Activities/Transition times***

Each pupil is expected to:

- Always follow – his/her teacher's directions.
- 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.
- walk – in the school corridors.

## **5.2 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 the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is always an appropriate level of supervision.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious, or gross misconduct on Aladdin. To include the advice and/or warnings given to the child on the misbehaviour and, any consequences.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the principal.

## **5.3 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 he/she are welcome to make an appointment to discuss their concerns. In cases of an identified pattern of misbehaviour parents will be consulted as part of the intervention process.

**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
- Prescribing additional work
- Loss of privileges
- Parent contact
- Behaviour contract

**Level 1 Supportive Interventions**

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child
- Use of Behaviour Report to reflect on his/her actions and what they might have done differently.
- 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)
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

**Level Two****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 the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour 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 toys or sporting equipment (e.g., bow and arrows, any kind of knives, etc.)
- Leaving the school without permission during the school day or leaving the care of school staff during school outings.

**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 may 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, where the authority to do so has been delegated by the Board of Management in writing.
- **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 behaviour can result in a pupil being expelled.

## 8. PROCEDURES FOR SUSPENSIONS & EXPULSIONS

### 8.1 Suspension

#### *Definition of Suspension:*

*'Requiring the student to absent himself/herself from the school for a specified, limited period of school days'*

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Schools are required by law to follow fair procedures when proposing to suspend or exclude students.

**All sanctions should contain a degree of flexibility to take account of individual circumstances.**

Before any decision is made to suspend a student there are many considerations that the school must consider:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response.
- The possible impact of suspension.

Section 11: Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

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 Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

### *Immediate Suspension and Automatic Suspension*

An 'Immediate Suspension' will be deemed to be 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 wellbeing of pupils or staff of the school and/or to the child themselves. 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, the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension which can be imposed for named behaviours. The Board of Management of *Scoil Íósaf*, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours may/can incur 'Automatic Suspension' as a sanction.

An Automatic 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 the suspension may be for a longer period but in any event will not exceed 5 school days.

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 student 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,
- Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of *Scoil Íósaf* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

c) 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 Board of Management decides to consider expelling a student a hearing will be scheduled.

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

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose 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.

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

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

d) Board of Management Deliberations & Actions following the 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.

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification.
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted.
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will 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.

e) 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 Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of *Scoil Íósaf* acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

## 11. ANTI-BULLYING POLICY

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of *Scoil Íósaf* has its own Anti-Bullying Policy – in full compliance with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, which were published by the Department of Education & Skills in September 2013. The Code of Conduct Policy works in tandem with this.

### 11.1 Policy Adoption

This policy was adopted by the Board of Management on

14/09/23

### 11.2 Communication

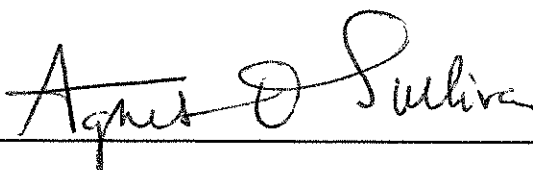
This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

### 11.3 Implementation Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

## 12. POLICY RATIFICATION

The policy was ratified by the Board of Management of **Scoil Íósaf** at its meeting held on **14<sup>th</sup> September 2023**.

Signed:  Chairperson, Board of Management