

# ***Code of Behaviour***

***2023-2024***



***Scoil Úna Naofa***

***Armagh Road,  
Crumlin,  
Dublin 12***

### **INTRODUCTORY STATEMENT AND RATIONALE**

*Scoil Una Naofa's Code of Behaviour is currently under audit and review, in consultation with staff, parents, pupils and Board of Management. Any amendments and/or changes to our code will be reviewed at meetings of the Board of Management throughout the school year.*

#### ***Introductory Statement***

Our school's Code of Behaviour aims to achieve standards of behaviour based on the principles of respect, kindness and consideration for all. The principles of *Restorative Practice* are used by staff as a means of managing behaviour in a positive and affirming way. We will encourage a whole school approach in this regard and review this policy annually to assess viability.

#### ***Rationale***

- Our Code of Behaviour is considered a priority within our school.
- Our Code of Behaviour is based on respect and kindness for all which ensures a positive environment for teaching and learning in our school.

#### **Mission Statement**

Scoil Úna Naofa seeks to provide a happy Christian environment in which children grow in respect and care for themselves and others.

Our school is a place where children are helped to develop their potential.

We value and promote active co-operation between pupils, parents, staff, management and the local community.

We endeavour to create a sense of equality with an emphasis on mutual respect and kindness for all. We remain open to new ideas for the development of the school.

### **AIMS OF OUR CODE OF BEHAVIOUR**

- To promote positive behaviour.
- To create positive changes by using the process of restorative practice.
- To promote and encourage self-discipline while recognising each child's limitations and respecting their individuality.
- To foster each child's self-esteem and to nurture self-control.
- To foster empathy and kindness and respect for all.
- To create a safe and happy learning environment for all members of the school community.

### **GUIDELINES**

The following rules have been designed to reinforce and ensure a positive learning environment for all of our pupils.

## **JUNIOR SCHOOL**

### **6 Golden Rules**

- Kind hands, kind feet and kind words.
- Always do what teacher asks you to do.
- Walk quietly in your line.
- Play gently and include everyone.
- If you are hurt, tell an adult.
- Respect property.

### **Junior Yard Rules**

- Play fairly and gently.
- Show respect and kindness at all time.
- Listen and follow instructions.
- Include everyone in your play.

## **SENIOR SCHOOL**

### **School Rules**

- Show respect and kindness.
- Listen and follow instructions.
- Work to the best of your ability.
- Show forgiveness and say sorry.
- Walk quietly at all times within the school.
- Respect property.

### **Senior Yard Rules**

- Play fairly and gently.
- Show respect and kindness at all times.
- Listen and follow instructions.
- Include everyone in your play.

### **Fighting**

If a fight occurs on yard, immediate action will be taken, (see sanctions).

### **Bullying**

Bullying is considered completely unacceptable in our school. Parents will be expected to co-operate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy. (Please see our separate policy on Anti-Bullying).

### **Rewards**

Positive behaviour throughout the school will be encouraged by using a variety of rewards.

- Encouragement and praise in class and at assemblies.

- Responsibilities in school.
- Incentives at teacher's discretion e.g. Class Dojos, homework vouchers, star of the week, stamps/stickers, golden time etc.
- A visit to the Principal's office for acknowledgement of good work/good behaviour/or improvements in these areas.

### **Sanctions**

A commonsense approach will be adopted in implementing sanctions.

The purpose of sanctions is to bring about a change in behaviour to help students;

- Learn that their behaviour is unacceptable.
- Recognise the effects of their actions and behaviour on others.
- Understand that they have choices about their own behaviour and that all choices have consequences.
- Learn to take responsibility for their behaviour.
- Restore good relationships

The nature of the behaviour will determine the sanction.

### **Classroom Sanctions**

- Verbal reprimand
- Name on the board
- Move child to another seat in classroom

### **Further sanctions may include:-**

- Confiscation of item(s)
- Note in journal (where applicable)
- Apology (written or verbal)
- Time-out of class
- Loss of rewards
- Behaviour Sheet
- Lunchtime Detention
- Refer to Principal
- Contact with parents/guardians verbally or by letter/email
- Removal of membership from school teams/ability to represent school
- Exclusion from class/school trips

### **Yard Sanctions**

- Verbal reprimand
- Time out of play in Time-Out Zone
- Name recorded in 'Yard Behaviour Book'
- Behaviour Sheet
- Lunch-Time Detention

*\*If a lunch-time detention has been given 3 times a pupil may be removed from the yard for a longer period of time.*

### **Sanctions for Fighting**

\*Any form of fighting is completely unacceptable in our school and sanctions will be implemented without compunction.

- Parties involved will be separated with safety for all considered.
- Time out
- Behaviour Sheet
- Lunch-time Detention
- Removal from yard
- Parents/Guardians notified
- Pupil/Teacher/meeting
- Pupil/Principal meeting
- Pupil/Parent/Teacher meeting
- Pupil/Parent/Teacher/Principal meeting

### **SPECIAL EDUCATION NEEDS**

In certain circumstances, allowances will be made for pupils with special educational needs who have specific and/or behavioural needs.

### **ROLES AND RESPONSIBILITIES**

- All members of staff are responsible for communicating and implementing the Code of Behaviour in a fair and consistent manner.
- It is the overall responsibility of the Principal and the Board of Management to ensure that the procedures, as laid out in this policy, are followed and implemented correctly.
- The whole school community (Board of Management, staff, parents/guardians) will have a role in ensuring that the pupils are familiar with school rules, rewards, sanctions, etc.

### **IMPLEMENTATION DATE**

This policy was implemented on the 1<sup>st</sup> September, 2017.

### **RATIFICATION AND COMMUNICATION**

Following the amalgamation of the two schools on 1<sup>st</sup> September, 2016, this policy was made available to the school community from 1st September 2017 and was reviewed and ratified by the Board of Management at their meeting on 10<sup>th</sup> October 2017.

### **TIMETABLE AND REVIEW**

This policy will be reviewed annually to incorporate amendments and to conform to legislation.

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## **Appendix 1:**

### **Types of Misbehaviours**

There are three types of misbehaviour that may incur sanctions. These are;

- (i) Minor
  - (ii) Moderate
  - (iii) Major
- See samples below...

### **Minor Misbehaviours**

Behaviours that **may** fall under this category:

- Talking constantly
- Name calling
- Sending notes
- Not in uniform
- Late
- Not working to best ability
- Wasting teachers time
- Disrupting others

### **Procedures consequential to Minor Misbehaviours**

These are examples of procedures but not necessarily in the order they are followed: Possible actions taken may include:

- Verbal reprimand.
- Pupil advised on inappropriate behaviour & discussion with child on how to behave and improve.
- Extra work given
- Withdrawn from group for a period of time.
- Withdraw from playtime/yard
- Behaviour sheet
- Parents informed of offence through a note to be signed

### **Moderate Misbehaviours**

Some of the behaviours that **may** fall under this category:

- Repeat minor offences.
- Defiance shown towards teacher
- Continuous verbal assault on other children
- Constant disregard for school rules
- Fighting
- Name calling
- Disrespect of school property or property of others
- Non-completion of homework

- Use of inappropriate language

**Procedures consequential to Moderate Misbehaviours**

**These are examples of procedures but not necessarily in the order they are followed:**

- Behaviour discussed with pupil
- Withdrawn from privileges
- Formal recording of behaviour
- Restricted from yard and playtime
- Extra work given
- Isolated from peers e.g. sent to another room
- Teacher asks to meet parents
- Pupil sent to Principal
- Principal meets with teacher, parents and child
- Behaviour sheet

**Major Misbehaviours**

Behaviours that **may** fall under this category:

- Repeat moderate offences e.g. constant disregard for school rules, use of inappropriate language
- Stealing
- Fighting
- Serious physical assault on another pupil
- Sexual assault on another pupil
- Blatant defiance of staff
- Playing truant
- Vandalism
- Bullying (see Anti-Bullying Policy)
- Possession and/or Use of drugs (see Substance Use Policy)

**Procedures consequential to Major Misbehaviours**

**These are examples of procedures and not necessarily in the order they are followed:**

- Behaviour explanation sheet
- Move child to another classroom
- Exclusion from membership of school teams/ability to represent school/ attend school outings
- Privileges removed
- Classroom and/or break-time detention\*
- Child sent to Principal's office
- Teacher/Principal will communicate with Parents/Guardians
- Referral to outside agency
- Suspension
- Expulsion

### **Follow-up on Major Misbehaviours**

- Following suspension, child returns with parent OR
- Principal will communicate with parent (e.g. by phone)
- In the case of a serious/major misbehaviour, an appointment will be made for parents/guardians to attend with their child to discuss the matter with the Principal and/or teacher.

**NB – \*Temporarily removing a student from the classroom to a supervised location and/or altering the times in which a student has access to the school may be appropriate in the interests of classroom/school management/safety, to ensure the learning of other students and/or to help the individual student to recognise and learn about the impact and consequences of their behaviour.**

**It should also be noted that these lists consist of examples only. They are not meant to be totally comprehensive lists of rewards, misbehaviours and/or sanctions.**

### **Appendix 2:**

#### **Recording**

A written record of all instances of serious and major misbehaviours, as well as a record of noteworthy improvements in the behaviour of disruptive pupils, will be kept.

When recording a serious or major misbehaviour for a pupil who is not in your class, teachers should email the pupil's class teacher with the relevant notes for posting on Aladdin with the reporting teacher's name (this is owing to the access restrictions for teachers on Aladdin).

The following is a list of methods of recording which **may** be kept:

- Aladdin notes
- Teacher records/emails
- Behaviour explanation sheet
- Note in journal
- Letter of suspension
- Letter to parents/guardians
- Board of Management records
- Record of telephone contact with home

#### **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 TUSLA**

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



### **Appendix 3:** **SUSPENSION OF A STUDENT**

#### **Context**

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, discrimination and victimisation. There may be cases of unacceptable behaviour where it would be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Board of Management in these situations.

#### **The Grounds for Suspension**

When making a decision on a suspension, the school considers that suspension will be a proportionate response to the behaviour that is causing concern. Normally, a range of appropriate student welfare and behavioural interventions will have been undertaken before suspension and school staff will have reviewed the reasons as to why these interventions have not worked. Communication with parents may be verbal or by letter depending on the circumstances.

The decision to suspend a student is not taken lightly and requires serious grounds such as;

- The student's behaviour has had a seriously detrimental effect on the education and/or welfare of other student/s and/or staff and on the administration and management of the school.
- 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 misconduct may be grounds for suspension.

The following Factors will be considered before a pupil is suspended:

- 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

#### **Authority to Suspend**

The Board of Management of the school has the authority to suspend a student. This authority is delegated in accordance with procedure by the Board, to the Principal in the event that an immediate suspension of not longer than one day is warranted for reasons of the safety of the pupil, other pupils, staff or others. The Chairperson of the Board of Management and the Principal are authorised to impose a suspension, up to and including 3 days in circumstances where a meeting of the Board cannot be convened in a timely fashion. This authority will be exercised by them having regard to their responsibilities to the whole school community and to the principles

of procedural fairness. All longer term suspensions can only be imposed by the Board of Management.

### **Procedures to be followed in respect of Suspension**

When proposing to suspend a pupil, the school authority will apply the principles of fair procedure. Where a preliminary assessment of an incident confirms serious misbehaviour that could warrant suspension, the following procedures will apply:

- A formal investigation will be conducted
- The pupil and parent will be given details of the complaint and any other relevant information

### **The period of Suspension**

A student should not be suspended for any one period exceeding 3 days. The Board may authorise the Principal, with the approval of the Chairperson, to impose a suspension of up to three days in circumstances where a meeting of the Board cannot be convened in a timely fashion. The maximum period that may be imposed by the Board for any one suspension is 10 days in total unless the Board is considering expulsion.

Under Section 29 of the Education Welfare Act (1998) parents are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management, including

1. Permanent exclusion from the school and
2. Suspension for a period, which would bring the cumulative period of suspension to 20 days or longer in any one school year (See Circular 22/02)

### **Notification of Suspension**

The Principal will notify the pupil and the parent/guardian in writing of the decision to suspend. The notification 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.
- The right of appeal to either the Board of Management or the Secretary General of the Department of Education and Skills.

### **Appealing a Suspension**

- Parents/Guardians who wish to appeal a decision of the school to suspend should discuss the matter with the school Principal who will inform them of their rights. An appeal may be made by a parent/guardian if they consider that correct procedures have not been followed, or that an unfair decision has been made in writing

- An appeal should be made by parent / guardian in writing stating the reason for the appeal. The decision of the Principal to suspend a pupil may be appealed only to the Board of Management.
- The decision of the Board of Management to suspend a pupil may be appealed to the Patron.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the suspension may be appealed to the Secretary General of the Department of Education and Skills.

#### **Grounds for removing a suspension**

A suspension may be removed if the Board of Management/Patron 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.

#### **Procedure for re-introduction of student**

When the suspension is completed, a student will return to school with the implicit understanding that they must comply with the school's Code of Behaviour. They will be given every support for a fresh start.

#### **Appendix 4:**

#### **EXPULSION**

##### **The Grounds for Expulsion**

The Board of Management is the decision-making body in relation to expulsions. Expulsion will be a proportionate response to the student's behaviour. The step to expel a student is very serious and will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The grounds for expulsion may be 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.

##### **Factors to Consider Before Proposing Expelling a Student**

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

**Procedures in respect of Expulsion**

Fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000 will be applied where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion. The procedural steps will include:

- The parents and student will be informed in writing that a detailed investigation in line with fair procedures will be carried out under the direction of the Principal to ascertain the veracity of the allegations. They will be given an opportunity to give their account of events and further details of the serious misbehaviour.
- The Principal will make a recommendation to the Board.
- The parents and student will be provided with all details and invited to a hearing with the Board.
- The Board of Management will consider the recommendation and conduct a hearing in accordance with fair procedure.
- The Board will inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents will be told that the Board of Management will inform the Educational Welfare Officer to that effect.

The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives a written notification (Education (Welfare) Act 2000, S24 (1)). A Board may consider it appropriate to suspend a student during this time. An appeal against an expulsion under Section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, S4a).

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

**Appeals**

A parent may appeal a decision of the Board of Management to expel a student to the Secretary General of the Department of Education & Skills. An appeal may also be brought by Tusla on behalf of a student. All appeals must be made in writing.

Accordingly, the school hereby advises parents of that right of appeal and associated timeframe. Appeals must be made within 42 calendar days from the date the decision of the school was notified to the parent or pupil.

With regard to expulsion, the appeals procedure is without prejudice, to the right of the Board of Management to take such other reasonable measures, as it considers appropriate to ensure that good order and discipline are maintained in the school and that the safety of the pupil/s is secured.

Parents who wish to appeal must apply for an appeal form to;

**The Secretary General, Department of Education and Skills, Marlborough Street, Dublin 1.**

**Important**

- Communication with parents regarding their child's misbehaviour will take place at an early stage.
- Misconduct is investigated and dealt with fairly.
- In the case of disputes between pupils both sides must be heard and, where necessary, witnesses will also be heard.

The ultimate sanction is expulsion and is applied as a consequence of the most serious misbehaviour. The process of expulsion must be in accordance with Section 29 of the Education Act (1998). This process is outlined above.

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This policy was reviewed and ratified by the Board of Management at a meeting held on 27th September, 2023.



**Signature of Chairperson.**



**Signature of Principal.**

**Date: 27/09/2023**

