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Introductory Statement

The principal and deputy principal drew up this revised policy. The draft policy will be brought to the Board of Management for amendments if necessary and approval. The final draft will then be distributed to parents. The code will come into effect in Sept. 2010.

Rational

The main purpose of the development of this are as follows:

1. To define what is acceptable and unacceptable behaviour.
2. To provide guideline on encouraging acceptable behaviour.
3. To outline means of discipline to be implemented.

Mission Statement

Inver National School is a co-educational school under Church of Ireland patronage. We operate under Department of Education and Science Guidelines and curricular content. In our school community each child is encouraged and motivated, academically, socially and spiritually to become a responsible, happy individual. This environment is created by encouraging mutual respect and tolerance, by the attention given to each child in our care, and through close home-school co-operation.

Ethos of Inver N.S.

The 'ethos' of this school encompasses collective attitudes, beliefs, core values, traditions, aspirations and goals. These are reflected in the actual practices, which are carried out in the school on a daily, weekly and yearly basis. While it is impossible to outline all aspects of the school 'ethos', the following characteristics are experienced and promoted as essential elements in the establishment of a supportive and positive 'ethos'. In this school, where the ethos is that of a Christian Church of Ireland school, religious instruction, in accordance with the doctrine and tradition of the Church of Ireland Church is part of the education given to children. The school aims at promoting the full and harmonious development of all aspects of the pupil, including his / her relationship with God, with other people and with the environment. The Principal and teaching staff aim at maintaining high professional standards and creating a safe and happy environment. A spirit of mutual respect is promoted within the school community. Pupils are drawn by example and teaching to appreciate and respect people of different religious affiliations and of different nationalities. Close contact is maintained between school and home. Parents / guardians and teachers support one another and collaborate with one another in leading the children to the fullness of their potential at the different stages. Ancillary staff in the school are highly esteemed and respected. It is recognised that their work makes a valued contribution to the process of education.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be –

- To ensure an educational environment that is guided by our vision statement
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To ensure the safety and well being of all members of the school community.
- To assist the parents and children in understanding the systems and procedures that form part of the Code 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.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

Guidelines for Behaviour in the School

The school recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing this code is respect - respect for ourselves and others; our own and others' property and the environment. The school expects the highest standard of behaviour from its pupils including the following:

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

While the school has expanded on these principles to outline the "school rules", each class is required to draft their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the

students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.

Whole School Approach to Promoting Positive Behaviour

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity. Senior students have a role to play and parents or other members of the school community may make comments or suggestions through their representatives on the Board of Management or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during *all* school related activities.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

Promoting Positive Discipline and Rewards

Teachers may use some of the following strategies to promote good behaviour

- Look for the behaviour you want and reinforce it when it occurs.
- Praise the desired behaviour before correcting the unacceptable behaviour – reverse the focus.
- Praise 2;1 ratio – Catch two children “being good” before reprimanding pupil misbehaving.
- Be specific when giving praise “I like the way you got your homework diary out and are now ready to write down your homework”.
- Send a comment home (through homework diary).
- Send pupil to another teacher for recognition.
- Encourage effort as well as outcome.
- Model a positive approach to mistakes.
- Stamps, sticker, stars, behaviour rewards.
- Co-operative games.
- Use of egg-timer/clock/kitchen timer.
- Encourage pupils to set individual goals.
- Encourage pupils to assess their own performance.
- Comment on child’s exercise book.
- A reward system – student of the week, occasional treats.
- A quiet word or gesture to show approval.

The code will be given to parents whenever they enrol a child in the school, and all children will be reminded about the code at the start of each school year.

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. The following stages will be used to show disapproval of inappropriate behaviour – they are not always followed in the format listed.

- Reasoning with pupils including advising them about the consequences of their actions;
- Verbal reprimand (including advice on how to improve)
- Temporary removal from group (within the class or on the yard)
- Note in journal from class teacher to be signed by parent
- Carrying out a useful task within the school
- Referral to another teacher/classroom
- Verbal communication with parents/guardians
- Prescribing extra work (kept on file by teacher).
- Supervision during lunch break in designated area.
- Withdrawal of privileges, responsibilities or extra duties.
- Recording instances of repeated misbehaviour and referral to the Principal;
- Formal written communication with parents/guardians.
- Referral to the Principal and the Chairperson or other member of the Board of Management.
- Formal meeting with parents/guardians.
- Suspension.
- Expulsion.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety.

Occasionally, other prudent, unlisted steps may be taken.

Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels. Teachers will actively promote good behaviour and aim to “catch” repeated offenders at activities where they can give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal, parents/guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS, SESS, HSE or other agencies.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

Minor Misbehaviour

The following are examples of possible minor misbehaviour:

Interrupting class work / Regularly arriving late for school / Running in the school building / Littering around the school / Not completing homework without good reason (to include a note from a parent/guardian) / Talking out of turn/Distracting other pupils/Out of seat without permission (for no apparent reason)/Ignoring teacher's instruction/Infringement of school rules/Unsatisfactory homework.

Teachers will take the following steps when dealing with Minor Misbehaviour

Phase 1

- Reasoning with the pupil
- Verbal reprimand
- Time out
- Note in journal from class teacher to be signed by parent
- Carrying out a useful task within the school;
- Informing pupil's class teacher

Regular occurrences of Minor Misbehaviour will be dealt with as follows:

Phase 2

- Temporary separation from peers (within the classroom);
- Referral to another teacher/classroom;
- Referral to the Principal;
- Discussion with parents about misbehaviour.

Phase 3

- Child will be sent to the Principal;
- Formal letter from school Principal informing parent of continuous misbehaviour;
- Class teacher and/or Principal will meet with one/both parents;
- Chairperson of the Board of Management informed and parents requested to meet with Chairperson or other designated Board member and the Principal.

Serious Misbehaviour

The following are examples of possible serious misbehaviour: Constantly disruptive in class / Telling lies / Stealing / Damaging others' property and vandalism / Bullying e.g. physical, verbal, gestures, psychological, exclusion / Answering back a teacher / Endangering self or fellow pupils in the class or the yard / Using unacceptable language / Deliberate, continual disobedience / discourteous or unmannerly behaviour / leaving school premises without permission/deliberate littering/bribery

All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy. (See separate policy)

Teachers will take steps as outlined from Phase 2 above, but depending on misbehaviour may proceed to the following steps when dealing with Serious Misbehaviour

- An account of all incidents will be entered in the relevant Incident book;
- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Following formal verbal discussions a letter outlining items discussed will be sent to parents. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Regular occurrences of Serious Misbehaviour will be dealt with as follows:

- Parents will be invited to meet class teacher, the principal and/or the chairperson to discuss repeated serious incidents of misbehaviour.

Gross Misbehaviour

The following are examples of gross misbehaviour:

Bringing weapons or dangerous substances to school / Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / Leaving school premises without permission / Deliberately injuring any member of the school community / Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting). Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

Teachers will take the following step when dealing with Gross Misbehaviour

- Principal and Chairperson are informed immediately and suspension sanctioned.

Suspension

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson, teacher and the principal. If the parents (and the pupil) do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the *Rules for National Schools and the Education Welfare Act 2000*.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the health and safety of pupils and teachers, the Board has deferred responsibility to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the *Education Welfare Act (2000)*, the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.

- When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension

Removal of Suspension (Reinstatement)

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s (and pupil) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff **and** will not have a seriously detrimental effect on the education of other pupils. The Principal in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the chairperson of the board and the principal.

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 students or where there is a threat to the health and safety of either students 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)*.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.20a.m. or after the official closing time of 2.00p.m. (infants) 3.00p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times. For church events, outside school hours, children are their parents' responsibility, but are expected to behave in a manner in keeping with our Code of Discipline.

Misbehaviour on the Yard

Incidents of yard misbehaviour will be dealt with as follows:

The teacher on duty who notices misbehaviour will reason with the pupil/s misbehaving. If no improvement occurs the following procedure may be followed:

- Ask the pupil/s misbehaving to accompany the teacher on duty as they patrol the yard
- Impose a period of "time out" – 5 to 15 minutes – where the student will be asked to remain in a specified place until told to return to play
- Allocate certain useful tasks as punishment
- Inform the class teacher (who may decide to impose a further sanction depending on the seriousness of the misbehaviour)

Involving Parents/Guardians in Managing Problem Behaviour

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's Homework journal which parents/guardians are requested to sign each evening. Parents of infants will receive a short note from the teacher. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The Principal will be informed of these meetings and may be invited to attend.

Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity. Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Class teachers, teachers who witness misbehaviour while supervising on yard duty, the Principal and Chairperson of the Board of Management may also attend these meetings. The pupil may also attend all or part of these meetings if deemed appropriate.

Managing aggressive or violent behaviour

The school recognises that occasionally students may not respond positively to the usual

interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. A small minority of students may show particular challenging behaviour. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. Regular communication, in the form of a written log, will be completed by the class teacher, in order to provide continuous feedback between parents and teachers on the child's behaviour, in addition to regular verbal communication.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Keeping records

In line with the school's policy on record keeping, and data protection legislation, formal records in relation to pupils' behaviour are kept in a secure filing cabinet. Copies of all communications with parents/guardians will be retained in the school. Records of more serious incidents are recorded in a specific journal. All such records are retained until students reach 21 years. Class teachers shred personal records at the end of each year.

Procedures for notification of pupil absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence.

Roles and responsibilities

Overall

1. Children are responsible for their own behaviour. They are also responsible for accepting this code of discipline.
2. Parents are responsible for ensuring their children behave in an acceptable manner. Parents are also responsible for explaining this code of discipline to child/children in an appropriate manner. Parents are also responsible for accepting and co-operating with this code of discipline.
3. Teachers are responsible for maintaining positive discipline in the school. They are also responsible for recording incidents of serious misbehaviour/gross misbehaviour.
4. The Board of Management will be responsible for all matters relating to suspension and expulsion.

The Patron

Under the provisions of the Education Act 1998, each school has a Patron who carries out certain functions specified in the Act.

The Board of Management manages the school on behalf of the Patron and for the benefit of the students and their parents. The Board must:

- Uphold the characteristic spirit of the school and be accountable to the Patron in this respect.
- Consult with and keep the Patron informed of decisions and proposals
- Publish its policies on admissions, participation, suspension and expulsion in a manner that had been agreed with the Patron (section 15(d), Education Act 1998)

In order to comply with these provisions, the Board of Management has submitted the code of behaviour to the Patron for approval, alongside the enrolment policy.

The Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared in the school rests with the Board of Management. Each school has its unique identity, ethos, values and culture. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board should play an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities. The Board of Management is expected to:

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code
- Ensure the code is communicated to the whole school community

The Principal

The Principal is expected to:

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as outlined in the timetable for review.

Teachers and other staff members

Teachers and other staff members play important roles in the work, in the review and updating of the code. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community. They are expected to:

- Teach the code
- Support and implement the school's code of behaviour having regard to decisions made on a whole school basis
- Be cognisant of their duty of care
- Create a safe and welcoming working environment for each pupil
- Develop and nurture a sense of self-esteem in each pupil
- Praise desirable behaviour
- Facilitate pupils to reach their full academic potential
- Listen, at appropriate times, to pupils' explanations for behaviour

- Recognise and affirm good work
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary
- Provide reports on matters of mutual concern

Pupils

Relationships of trust between teachers can grow stronger through the process of discussing the rules and their responsibilities relating to the Code of Behaviour. Through discussion students can:

- Hear directly from teachers about what is needed for teaching and learning
- Experience being part of a collective effort to make sure the school is a good place to teach and learn
- Learn about taking personal responsibility for their behaviour and for each other's wellbeing and the wellbeing of the teachers
- Learn essential skills of listening, negotiating and managing differences
- Have their experience, insights and expectations recognised and used
- At the beginning of each school year the students will discuss our school's Code of Behaviour with their class teacher. This will be revisited as necessary throughout the year.
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Bring correct materials/books to school
- Follow school and class rules.

Parents/Guardians'

The Code of Behaviour will help to underline parental responsibilities for their children's behaviour. Joint work between parents and staff in the implementation of the Code of Behaviour will

- Give parents insight into what teachers need in order to be able to teach effectively
- Equip parents to reinforce at home the messages about learning and behaviour that are conducive to a happy school
- Help parents to have a strong sense of pride in the school and ownership of its work
- Help to ensure that parents give consistent messages to students about how to treat others.

Parents/guardians are expected to

- Encourage children to have a sense of respect for themselves and for their own and other people's property
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's school work
- Be familiar with the code of behaviour and support its implementation
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Communicate to the school the reasons for children's absences
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Reference to other Policies

Other school policies that have a bearing on the code of behaviour include

SPHE plan

Anti-bullying

Enrolment/Admissions policy

Tours

Health & Safety

Special Educational Needs

Success Criteria

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

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

Implementation Date: 1st September 2010

Review

The code will be discussed at staff meetings and reviewed periodically.

Ratification and Communication

The policy will be ratified by the Board of Management subject to approval by the Patron. It will be reviewed following response by the Patron.