SCOIL NAOMH IOSAF (SNI)

Baltinglass, Co. Wicklow

Roll No: 20039P

Code of Behaviour

Introduction

Scoil Naomh Iósaf (SNI) Code of Behaviour is designed to promote positive pupil behaviour based on an atmosphere of warmth, caring and respect. SNI Code of Behaviour relates to the mission statement of our school in that it nurtures a caring and safe learning environment in which each child can develop his/her full potential and grow in the knowledge that his/her individual talents are fostered and valued.

The Code of Behaviour is based on an in-depth review of our previous Code of Behaviour and incorporates the contributions of senior pupils, the Parent Teacher Association, the Parents/Guardians of SNI and the school Board of Management. The Code was updated in June 2019 to take account of the updated Data Protection Policy, in September 2020 and December 2021 to take account of Covid-19 and updated again in February 2022, September 2023 and September 2024. The Code of Behaviour also takes the following into account:

- **Developing a Code of Behaviour: Guidelines for Schools** published by the National Educational Welfare Board (NEWB)
- Special Educational Needs – A Continuum of Support (Guidelines for Teachers and Resource Pack) published by the National Educational Psychological Service (NEPS)
- Behavioural Emotional and Social Difficulties – A Continuum of Support published by NEPS
- Circular 0045/2013 Anti-Bullying Procedures for Primary and Post-Primary Schools; and
- *Cracking the Hard Class* published by Bill Rogers.
- Covid-19 Documents, Circulars and Guidance issued by the Department of Education and Skills (DES) https://www.education.ie/covid19 on an ongoing basis. Parents will be informed of any necessary changes to school procedures by email.

Teachers in Scoil Naomh Iósaf have also attended professional development courses organised by National Council for Special Education (NCSE) including, "Challenging Behaviour and Social Skills" and Pathways to Prevention. The professional learning acquired from these courses further informed the updated Code of Behaviour.

Rationale and Aims:

- To promote good behaviour in our school.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others across the school community.
- To minimise the occurrence of bullying/poor behaviour through the promotion of positive behaviour
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To ensure that all members of the school community understand and implement the school code of behaviour.

Attendance:

- When a child is absent, a written note explaining the reason for the child's absence must be given to the class teacher when the child returns to school. Parents of pupils from first to sixth classes must use the absence notes at the back of the homework diaries. Parents of junior and senior infants should write a note to the child's teacher which can be put in the Homework Folder.
- Parents are asked to note mid-term breaks and end of term closures when planning family holidays. It is inadvisable for students to miss time out of the school term due to holidays if at all possible.
- An automated text message will be sent from Aladdin when a child has missed 15 days as a reminder to parents of the number of days missed to date. Please do not be concerned about getting this text

if your child has been sick and you have sent absence notes to the teacher. It is simply a reminder of the number of days your child has missed to date and is generated automatically by the system.

- If a child is absent for 20 days and the Principal/Teacher are concerned about a child's attendance due to a significant number of unexplained absences, the school may need to inform the National Educational Welfare Board (NEWB). In the event of a child missing over 20 days from school, parents will be informed of this in writing. However, the Principal will generally only send a report to the NEWB/Tusla where there is a concern about a child's attendance due to a significant number of unexplained absences. In general, pupil attendance in SNI is excellent and parents send in a note in the journal explaining their child's absence due to illness, appointments, family events etc.
- Please read Scoil Naomh Iósaf Attendance Policy for further details.

Covid-19 and the School Code of Behaviour

In light of the Covid-19 Pandemic, the Board of Management devised procedures to ensure that all our pupils, staff, parents and our wider school community were safe and healthy and to ensure that Covid-19 did not invade the school. Covid is no longer considered a significant issue. However, in the event of a significant outbreak within the school, children may be asked to hand sanitise before eating, after break times, when using equipment, and as directed by the teacher. Children may also be asked to wash their hands regularly and in particular after using the bathroom and if they are visibly dirty. Pupils should continue to walk on the right-hand side of the corridor for ease of access up and down the corridors.

Strategies to Affirm and Promote Positive Behaviour

- All staff actively support our school ethos which emphasises care, respect and kindness. There are excellent relationships between teachers, parents and pupils and a happy school atmosphere.
- Adults in the school community model the behaviour that is expected from pupils.
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established – e.g., entry to the classroom, settling down after break times, how to request a toilet break; noise level for pair/group work. etc.
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree five to seven class rules stated in terms of observable behaviours.
- Teachers use a classroom management plan to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences (as outlined in this code of behaviour) that apply when a child fails to adhere to the rules.
- Teachers use a visual schedule and a 'first-then' approach to ensure that children understand what they are required to do and can look forward to an activity they enjoy/break time etc.
- Since 2018, children from second to sixth classes undertake the Weaving Wellbeing programme. Weaving Wellbeing is a positive mental health programme which aims to enhance well-being in children aged from 8-12 years within the framework of the SPHE curriculum.
- Friends for Life Programme is implemented each year in first and second classes and with specific individuals/groups of pupils as appropriate.
- Zippy's Friends Programme which is designed to promote the emotional wellbeing of young children will be implemented every two years in junior and senior infants.
- SPHE is used to teach social skills, self-esteem and respect and care for others. Social stories may be used to teach friendship, anti-bullying, empathy, turn taking and awareness of feelings.
- Pupils are given specific jobs within the school as appropriate – Student Council, Green School Committee, Active School Committee, Power Rangers, Litter Wardens, Junior Yard Helpers etc.
- Scoil Naomh Iósaf operates an open-door policy so parents are welcome to make an appointment to talk to their child's teacher or the Principal if they have concerns about their child's progress or behaviour. Parents are welcome to ring or email the school secretary to make an appointment.
- Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils.

Approaches to Rewards and Praise:

Rewards may be awarded to the whole class, teams or individuals for good behaviour and effort put into school and homework. Class teachers will use age-appropriate reward systems at their own discretion. These may include the following:

- Individual reward charts/star charts. Pupils may negotiate their chosen rewards – e.g., play a board game, bag of jellies, homework pass, positive note home, extra Golden Time/PE/Go Noodle, choose an item from the 'reward box' (Lucky Dip), one item off homework, raffle tickets, iPad time, cushion on chair for a week, visit to the park, choose to sit with a friend, etc.
- Positive comments/reinforcement focused on desired behaviours to encourage intrinsic motivation.
- Group points where every group gets the 'reward' when they reach the target (e.g., fill the jar of pasta/marbles).
- Stickers, smiley faces, ink-stamps and/or stars on pupil's work.
- Praise and encouragement from the class teacher, another member of staff or the Principal.
- A positive note home/telephone call to inform the parents.
- Special Class treats – golden-time; raffle; extra playground, watch a DVD; Homework passes;

STANDARDS OF BEHAVIOUR

Adults in our School Community

It is expected that all staff, parents and visitors will interact in a polite, respectful and friendly manner. They are expected to model high standards as their example has an important influence on the children.

Pupils

To create a happy school environment in which pupils can feel secure and make progress every pupil is expected to, show respect for self and others, show kindness and willingness to help others, use good manners, show fairness and forgiveness, do their best in class, keep the school rules and attend school regularly and punctually. Our school rules reflect these standards.

OUR SCHOOL RULES

Scoil Naomh Iósaf follows six 'golden rules' to ensure that standards of behaviour are observed by each pupil. Each teacher will discuss these rules with their class, so the children understand what is required.

1. **Be Kind**	*Try not to hurt anybody's feelings, call names or use bad language.*
2. **Be Gentle**	*It's nice not to hurt/fight/push anyone.*
3. **Be Honest**	*It's important to tell the truth. We won't tell lies or cover up the truth.*
4. **Work Hard in Class**	*It's important to do your best and not waste time in class.*
5. **Listen Carefully**	*Listen carefully to your teachers and SNAs. Raise your hand when you wish to answer or ask a question. It is respectful to listen when others are speaking and wait your turn to speak.*
6. **Look after your Property and School Property**	*Take care of your books, copies, stationary etc. Don't damage other children's things or school property. Book rental books should be well looked after and returned in good order at the end of the year.*

To ensure that pupils are safe and happy on the yard, the following yard rules apply:

- Walk quietly outside in your line. Walk carefully up the steps to the yard.

- Play nicely in your own yard area.
- Be kind and gentle - rough play, fighting, name-calling, kicking, shoving etc. are not permitted.
- Do not leave the yard for any reason. Talk to a staff member if you are hurt, upset, or need to go to the bathroom.
- Line up quietly in your line when the bell rings. The second bell is a signal for all classes to become very quiet.

To ensure the smooth organisation of the school the following standards are also required:

Teachers will explain and discuss these standards with their class to ensure the children understand what is and is not expected of them. Parents should be very familiar with these standards and are also requested to discuss these standards with their child in an age-appropriate manner to ensure their safety, happiness and wellbeing in school.

1. Pupils should attend punctually each morning and must be in class by 8:50. If a pupil is absent for any reason or is sick, Parents/Guardians should send a text to the teacher on Aladdin. All families should download the Aladdin Connect App. Our school secretary will send a link to any family who does not have the App. This link will enable you to login to Aladdin, send text messages, read school reports etc.

2. Pupils must wear the full school uniform each day. The school track-suit must be worn on PE and Art days as requested by the teachers. Leggings/Jeggings are not suitable for school and should not be worn. Children should have a coat, hat and scarf on cold days. These may not be worn in class. Children of Muslim faith may wear the hijab. Make up and inappropriate jewellery (e.g. hoop earrings) may not be worn. Masks, face coverings, burka or sunglasses are not allowed in school.

3. All pupils are required to follow their class rules. At the beginning of the school year each teacher will establish class rules with their class. Each teacher will operate reward systems for pupils who follow their class rules and do their best. Teachers will also inform pupils of the consequences associated with misbehaviour. Details of reward systems and consequences of misbehaviour/failure to follow the class rules are outlined in our school Code of Behaviour (www.snibaltinglass.ie).

4. Pupils should treat each other with respect and courtesy in the classroom, corridors and on the yard. Bullying behaviour, rough play, pushing, name calling etc. is not acceptable (See SNI Anti-Bullying Policy and Code of Behaviour). Pupils must report any to issues to their class teacher or the teacher/SNA on yard duty.

5. Pupils must not leave the school until home time except when collected by Parent/Guardian.

6. All pupils are required to take part in school activities, including GAA, dance and drama, music etc. We understand that children may enjoy some activities more than others but it is important that they take part in all school activities. These activities are all part of the curriculum set out by the Department of Education. If your child has additional needs and cannot take part in a particular activity, your child's teacher will understand so please chat with your child's teacher about their needs.

7. Pupils should bring a healthy lunch to school. Please ensure that your child has his/her lunch and drink coming into school. It is not possible to deliver lunches to classrooms during the school day. A small treat may be given on Fridays. Chewing gum, fizzy drinks, sweets and crisps are not permitted. A reminder that SNI is a nut free zone and nuts/nut related products must not be brought to school. We will update you when hot school meals are available – this will take some time to organise and set up.

8. All pupils from first class to sixth class will be given a homework journal. Homework should be written in the journal each day and parents are requested to sign the journal when homework is completed. Please write a note to the teacher in the journal if your child is unable to do or complete their homework.

9. Pupils must keep their desk area, floor area and their classroom clean and tidy.

10. The school staff and Board of Management do not take responsibility for children's goods whether lost, damaged, broken or misplaced. Please ensure that your child's jumpers and coats have your child's name on them so we can return them to your child if they leave them on the yard or in the hall.

11. Parents who wish to consult the class teacher/Principal should make an appointment with the school secretary at a time convenient to both. Parents must call to the school office before visiting a classroom or any other area of the school. Teachers will respond to texts/emails on Aladdin within 24-48 hours.

12. Pupils are not permitted to have a mobile phone, smart watch, tablet or any technological device in school (unless explicit permission has been given by the class teacher or Principal). See Mobile Phone Policy on school website.

13. At home time, pupils should walk out the front door, down the steps and out the front gate. Pupils may not go across lawns, boundary walls or car parks on the way out of the school grounds.

The standards and rules expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include SNI Summer Programmes, school tours, swimming, going to and from the church, fieldtrips, visits to the park, after school games, choir, rainbows, concerts and so forth.

Dealing with Undesirable Behaviour.

All incidents of undesirable behaviour will be dealt with on a case by case basis and pupils will always be treated with respect.

Where a child is misbehaving on an ongoing basis or is exhibiting challenging behaviour:

Staff will endeavour to understand the reason for the behaviour and will use a range of strategies to teach a more appropriate alternative behaviour to the undesirable/challenging behaviour. Staff will endeavour to teach pupils to manage their own behaviour, especially that which interferes with learning. This will include,

- Analysing possible triggering antecedents – in other words, what could be contributing to or causing the behaviour.
- Identifying the function of the behaviour. There are four main functions of behaviour:
    - **Avoidance and escape** (throwing objects, pushing items away, going under desk, refusing to engage with work tasks)
    - **Attention seeking** (talking, interrupting, making demands, threatening)
    - **Sensory** (moving, flapping, covering ears, grabbing/hitting others)
    - **Wanting to get an object/something** (showing challenging behaviour to get an item e.g. iPad, food, toys, sensory items)
- Staff will observe/assess the function of the behaviour, and when the behaviours of concern typically happen, using a range of simple assessment strategies including, observation charts, checklists, ABC chart (Antecedent/Behaviour/Consequence) and discussion with the child on feelings and emotions.
- Having identified the possible function of the child's behaviour, the teacher will identify strategies/interventions that could be used to support the pupil and to encourage the pupils to use a more appropriate behaviour to the undesirable/challenging behaviour.
- **A Classroom or School Support Plan** will be devised to record pupil strengths and priority concerns, to identify a limited number of targets and to detail the strategies and interventions planned to assist the child in changing his/her behaviour.
- **A Learning Environment Checklist** may be used to evaluate whether any modifications could be made to the learning environment.
- The teacher may fill in the **Basic Needs Checklist** and/or the child may be assisted to/asked to fill in **My Thoughts About School** checklist.
- **External Assessment:** parents may be asked to consider a psychological assessment, occupational therapist or counselling services for their child. The school may also suggest a GP referral to the Lucena Clinic, or the Children and Adult Mental Health Service (CAMHS).

Strategies/Interventions to encourage a desired alternative behaviour will include the following:

- Giving lots of eye-contact, verbal praise and positive attention when the child engages in the appropriate behaviour
- Implementing a visual timetable. Child encouraged to use the language "I will try my best to……"
- Giving choice within curricular work tasks.
- Using a reinforcement Schedule (see below). The child identifies a treat/reward they would really like and will work for. The teacher sets the required work and the child gets a 'token' for completing the task. On achieving the required/agreed number of tokens the child gets the reward/treat.

I am working for: **(E.g. 10 minutes play on the iPad)**

Pictures/Words remind the child of what they need to do to earn their reward.	*Following my Visual Schedule*	*Working with Teacher*	*Working on my own.*
The child gets a token when they finish their work/task. When they get the required tokens they access the reward.			

- Reducing 'demand' on days a child is having a 'bad' day.
- Implementing lots of fun/high interest learning activities throughout the school day.
- A focus on friendship, anti-bullying and positive behaviour as part of the SPHE Programme. This will include the Weaving Well-Being Programme.
- Yard games/activities may be organised if the behaviour is taking place on the yard.
- Using a 'first/then' approach.
- Scheduled breaks from the classroom as part of the school day (and included on the pupil's visual timetable). Scheduled breaks are not a reward for good behaviour. They are designed to help the child regulate their emotions/stress levels/need for movement etc.
- Organising out of room tasks and in room tasks to provide regulation breaks.
- Establishing a quiet/time out space in the classroom. This may be in a corner of the room/under the teacher's desk/library etc.
- Relaxation tools – music, repetitive action, art, stress ball, favourite interest/activity (timed).
- Teaching recognition of feelings.
- Re-arranging the physical space to reduce sensory overload.
- Rewards such as stars/stickers/stamps to support appropriate behaviours
- Morning Check-In. This is usually done by an SNA who will 'meet and greet' the child and help ease them into the school day.
- Teaching social stories.

While the staff at Scoil Naomh Iósaf will endeavour to understand and support pupils with challenging behaviour in consultation with their parents, there is also a need for sanctions/consequences for unacceptable behaviour and to ensure the safety and welfare of all pupils in the school. Sanctions will vary depending on the nature of the behaviour.

Examples of Minor Misbehaviour that may incur sanctions include the following:

- Interrupting class work (e.g. walking around the classroom without permission; talking out of turn; making noises that disrupt teaching and learning; fiddling with items on desk; eating during class)
- Not wearing the school uniform.

- Placing unfinished food, drink cartons etc. in the incorrect class bin (As a 'Green School' we recycle where possible and this is taught to the children). All left-over food should be brought home.
- Not responding to the school bell in a timely manner.
- Defacing/scribbling on school or another pupil's property
- Disruptive behaviour in the bathroom.
- Being discourteous, unmannerly or answering back.
- Throwing items around classroom
- Not completing homework without good reason.

***This is not an exhaustive list.**

Examples of Serious Misbehaviour that will incur sanctions, include:

- Persistent minor misbehaviour (as outlined above).
- Bullying Behaviour (See Anti-Bullying Document).
- **Fighting; kicking; hitting; spitting; mock fighting, etc. Immediate suspension likely to follow.**
- **Deliberately hitting/kicking another child in the groin (privates). Immediate suspension will occur on health and safety grounds.**
- **Catching another child in a headlock and pulling/trying to pull him/her to the ground will also incur immediate suspension on health and safety grounds.**
- **Verbal abuse or making threats of physical violence to a staff member or fellow pupils will also incur immediate suspension.**
- Unsanctioned use of a mobile phone within the school building or grounds during school hours.
- Leaving the school building or grounds during the school day without appropriate permission.
- Using bad language, or continuously making hurtful or racist remarks.
- Deliberately injuring another pupil, staff member or school visitor.
- Possessing or distributing dangerous items (including pen/flick knives, drugs or alcohol).

***This is not an exhaustive list.**

Strategies for Behaviour Management.

Teachers will use their professional judgement and their knowledge of the child and the circumstances of the behaviour or incident in selecting the appropriate action. Sanctions taken will be proportionate to the behaviour or incident in question. The purpose of a sanction is to bring about a change in behaviour by:

- Helping pupils to learn that their behaviour is unacceptable.
- Helping them to recognise the effect of their actions and behaviour on others.
- Helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- Helping them to learn to take responsibility for their behaviour.
- Signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- Prevent serious disruption of teaching and learning and/or
- Keep the student, or other students or adults, safe.

As mentioned above, if undesirable behaviour is ongoing, or a child has a specific diagnosis that may impact on their behaviour in class or on the yard, staff will assess and monitor the child's behaviour so that appropriate strategies can be put in place to assist the child. In investigating incidents of misbehaviour, teachers use restorative questions, for example:

  - Tell me what happened? Are you ok? Tell me your story.
  - What were you thinking at the time? How were you feeling?
  - Who has been hurt/upset by what you have done?
  - What do you think we can do/you need to do to make things right?

Strategies for Behaviour Management in Scoil Naomh Iósaf		
Consequences for Minor Behaviour Issues. Following a final reminder, the teacher will implement one or more of the strategies listed and will inform parents.	**Reminder(s) of rule/expected behaviour**	Verbal reminder; directing the child's attention towards a reminder on the interactive white board; focusing on a child who is already engaged; asking a child to remind the class of the rule/work/expected behaviour. The 'Sideways on' approach is used where possible.
	Final reminder.	Child is given the choice to accept a consequence *or* engage in the desired behaviour/work/rule.
	Time Out.	Child is asked to move to a designated desk/area in the classroom. If the child is misbehaving on the yard, they may be given a short 'time-out' at the bar at the top of the steps.
	Discuss behaviour with class teacher.	The teacher may have a chat with the pupil about his/her behaviour and how to improve. The teacher may chat quietly with the child at their desk or at break/lunch time.
	Reduction in 'Golden Time'.	Children will be encouraged to 'earn back' time during the day/week and will be praised/encouraged when they engage in the desired behaviour/work/rule.
	Loss of Privileges	For example, tasks/jobs in the classroom, group leader or line leader.
	Pupil Account of Behaviour.	A pupil may be asked to write an account of what happened. They may be asked to get this signed by their parents.
	Parents Informed	Parents will be informed by note home, email or phone call in relation to their child's behaviour. The teacher may write a note in the child's Homework Folder (Junior classes) or in the Homework Journal (first to sixth classes) to inform parents/guardians of any issues relating to their behaviour. Parents to sign the note.
	Classroom/School Support Plan	A classroom or school support plan may be devised for children with ongoing behavioural issues.
Consequences for More Serious Behaviour/Ongoing Incidents of Minor Misbehaviour.	**Supervised detention** (generally second to sixth class pupils only).	For serious misbehaviour/ongoing minor misbehaviours, pupils may be required to spend 10/15 minutes in a supervised detention area at one or both breaks. The child's teacher will write a note in the child's journal to inform parents that the child was in detention and to explain why.
	Principal/Deputy Principal involved.	The pupil may be asked to discuss his/her behaviour with the principal or deputy principal. The pupil may be given an assignment, a reflection sheet or asked to write an account of their behaviour.
	Parents Informed	Parents will be informed by note home, email or phone call in relation to their child's behaviour.
	Parental discussion with the class teacher and/or Principal/Deputy Principal	If the behaviour continues or in the case of a serious incident of misbehaviour, the parent/guardian(s) will be requested to discuss the matter with the class teacher and/or the Principal and Deputy Principal. This meeting may be face-to-face, via zoom or by phone call. Information may also be sent to parents via. email.
	School Support Plan	When appropriate, strategies will continue to be put in place to assist the child with his/her behaviour in the School Support Plan

	Parent/Guardian meeting with the Principal/Deputy Principal and the Chairperson of the Board of Management	If the behaviour continues or in the case of a very serious incident of misbehaviour, the parent/guardian(s) will be requested to meet Chairperson, the Principal and/or the Deputy Principal. Suspension may also be considered, and the child suspended for one to three days by the Principal in consultation with the Chairperson (See below).
	Pupils may be put 'on report' for a specific time.	A daily/weekly log of behaviour to include, improvements in behaviour that parents read, sign, and respond to.
	Recommendation re. access to Professional Support (as needed)	Where a child has ongoing social/emotional/oppositional issues that impact on the pupil's behaviour in the classroom/yard or their ability to socialise adequately with others, Parents/Guardians may be encouraged to seek assistance from a relevant professional. This may include, the GP, Psychologist, Occupational Therapist etc.
Consequences of Very Serious/Ongoing Incidents of Serious Behaviour Issues.	**Limited or no access to additional/extra-curricular activities**	Pupils may be excluded from tours, field trips or after-school activities in the event of the pupil being engaged in very serious misbehaviour that impacts the health and safety of others, or if the pupil's presence at the activity constitutes a threat to safety.
	Reduced School Day in line with Circular 0047/2021	In consultation with the Educational Welfare Officer and Parents, The Board of Management may consider a reduction in the school day for pupils who exhibit ongoing challenging behaviour that either interferes with teaching and learning in the classroom or poses a health and safety risk to other pupils. The Board may also arrange for pupils to be escorted to and from the school at assembly and dismissal times (including break times).
	Reduced access to the school yard(s)	The Board of Management may request that a child has reduced access to the yard if there is a health and safety risk to other pupils in the school.
	Suspension	In the event of a very serious incident of misbehaviour or where a pupil is continuously disruptive, he/she may be suspended by the Principal/Board of Management for a minor fixed period of one to three school days initially. The procedures for suspension are outlined below and are in line with the Guidelines: https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf
	Expulsion	Detailed below and in line with the Code of Behaviour Guidelines published by the National Educational Welfare Board. https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

The sanctions outlined above will be implemented in consideration of the behaviour involved, the frequency of the behaviour, the seriousness of the behaviour and the needs of the child. Parents will be informed of their child's misbehaviour/reluctance to follow expected rules in class or on the yard at an early stage by the class teacher. In general, while the consequences for minor, serious and very serious incidents of misbehaviour as outlined above will apply, sanctions may not necessarily be applied in the order outlined above. For example, a child who has had a warning in relation to frequent or serious misbehaviour and whose parents were informed, may subsequently be given a short suspension if his/her behaviour constitutes a threat to the health and safety of other pupils or is consistently disrupting teaching and learning in the classroom. It is important that parents supply an explanatory note when, a pupil is unable to do or complete his/her homework.

Use of CCTV with regard to Behaviour/Misbehaviour

Where appropriate, CCTV will be used to uphold school policies/procedures and to promote safety and well-being. CCTV may also be used in Department of Education and Skills and/or any Section 29 Appeals Committee in relation to any Code of Behaviour, suspension and/or expulsion process. (Please refer to Scoil Naomh Iósaf CCTV Policy for further clarification).

- To ensure that School rules and policies are respected so that the School can be properly managed. In particular, this is to ensure students are not put at risk, and do not have their learning seriously disrupted by the misbehaviour of other students.
- To deter any instances of bullying, harassment, and/or all other forms of unwanted and/or inappropriate behaviour.
- To ensure that the School 'Code of Behaviour' and 'Anti-Bullying Procedures'' and all other relevant policies are implemented so that children's rights can be respected and to ensure that the School can be properly managed**.**
- To ensure that other students and staff are not exposed to risks to their health and safety (including causing distress, anxiety, or any threat to physical safety). Every student has the right to feel safe in Scoil Naomh Iósaf.
- To prevent and/or detect fraud, theft and crime, to ensure that the School adequately protects property and assets purchased/financed/maintained from funds provided by the Oireachtas.

Important note to parents: The purposes of CCTV include, to deter bullying and/or harassment; to maintain good order and ensure the Code of Behaviour is respected; to provide a safe environment for all staff and students; for verification purposes and for dispute-resolution, particularly in circumstances where there is a dispute as to facts and the recordings may be capable of resolving that dispute; for the taking and defence of litigation. CCTV recordings showing breaches of the School's Code of Behaviour may be used in subsequent disciplinary processes, particularly in circumstances where there is a dispute as to facts and the recordings may be capable of resolving that dispute. Where an incident/breach of the Code of Behaviour is captured on CCTV the recordings will be retained to be viewed by the Board of Management, and/or a section 29 appeals committee convened by the Department of Education and Skills for the purposes of hearings, appeals etc. Footage may be shown to parents of the affected student (in appropriate cases, eg. *if* the images can be appropriately redacted/pixelated to protect the personal data of third parties, or where another lawful basis applies).

For the avoidance of any doubt, CCTV footage may be used as part of any School procedure, including, but not limited to a disciplinary, suspension, or expulsion process under the Code of Behaviour. This means that CCTV footage may be viewed by the Board of Management and/or any section 29 appeals committee convened by the Department of Education and Skills for the purposes of hearings, appeals etc.

SUSPENSION

Normally, other interventions will have been tried before suspension. Scoil Naomh Iósaf will follow the procedures for suspension as outlined in the National Educational Welfare Board Guidelines for Schools on Developing a Code of Behaviour. Suspension can provide a respite for staff and pupil, give the pupil time to reflect on the link between their behaviour and the consequences, and give staff time to plan how to support the pupil and help him/her to modify their behaviour (Chapters 10 – 12). Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied. In this regard, no person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of an investigation procedure if this is required.

The decision to suspend a pupil will follow from serious misbehaviour where:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.

In determining the appropriateness of suspending a pupil the Staff and the BOM will refer to the factors to consider before proposing to suspend a student. These factors include, 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 and the possible impact of suspension.

Immediate Suspension: In exceptional circumstances, the Principal may consider an immediate suspension to be necessary when following a preliminary investigation, the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person.

The Board of Management has delegated responsibility for suspension to the principal if immediate suspension of a pupil is warranted. The suspension may be for a period of one to three school days depending on the severity of the misbehaviour. If a suspension longer than three days is proposed by the principal, the matter will be referred to the Board of Management for consideration and approval. However, the Board has also authorised the principal to impose a suspension of up to five days with the approval of the Chairperson of the Board if a meeting of the Board cannot be convened in a timely fashion.

Parents will be informed of an immediate suspension by telephone, email or letter, and arrangements made for the pupil to be collected. In no circumstance will a pupil be sent home from school prior to his/her parents being notified. If necessary, a formal investigation will immediately follow the imposition of the suspension and parents will also be given notification by phone, text, or email. The Principal and/or the Board will invite the pupil and his/her parents to a meeting to discuss the circumstances surrounding the suspension and any interventions necessary to prevent a reoccurrence of the behaviour.

Automatic suspension will apply in the event of a student engaging in very serious misbehaviour. The Board of Management has determined that the following named behaviours will incur automatic suspension as a sanction:

- Physical assault/violence resulting in serious bodily harm to a pupil or member of staff.
- Physical violence resulting in serious damage to school property.
- Leaving the school grounds without permission during the school day.
- Catching another pupil around the neck/putting pressure on another child's neck using hands or headlock.
- Deliberately hitting/kicking another pupil in the groin resulting in serious injury/discomfort to the victim.

PROCEDURES IN RELATION TO SUSPENSION:

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be by phone or by email. Details of phone calls and copies of correspondence will be retained in the child's file in a locked filing cabinet.
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed/imposed suspension.
- If parents fail to attend the meeting, the Principal/Chairperson will write to the parents inviting them to a re-scheduled meeting and, failing that, the Board of Management will consider the proposed suspension and make a decision.
- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

- A written statement of the terms and date of the termination of a suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is necessary in the interest of Health and Safety. The written statement will confirm;

    i. the period of the suspension and the dates on which the suspension will begin and end;
    ii. the reasons for the suspension;
    iii. any programme of study/assignments to be followed;
    iv. the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the code of behaviour, pursue additional support for the child or agree a School Support Plan); and
    v. the provision for an appeal to the Board of Management the right to appeal to the Secretary general of the Department of Education and Science (Education Act 1998 Section 29).

- The suspension will be recorded on the Aladdin system and on the referral form to Tusla when a pupil has missed 20 or more days from school.
- When a period of suspension ends, the pupil will be re-admitted formally to the class by the class teacher or principal. The school will help the pupil catch up on work missed and the pupil will be given the opportunity and support for a fresh start.
- 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 Principal and/or the Chairperson of the Board of Management.
- If a pupil continues to misbehave s/he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil's parents to address the issues.
- As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.
- The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively.
- Section 29 Appeal – when the total number of days for which the student has been suspended in the current school year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal.

PROCEDURES FOR EXPULSION. (Guidelines for Developing a Code of Behaviour pp 80 – 87).

Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. The grounds for expulsion include the following:

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

Authority to expel is reserved to the Board of Management. In determining the appropriateness of expelling a pupil the Board will refer to the Factors to Consider before Proposing to Expel a Student. These factors are similar to those mentioned above in relation to suspension and are outlined on page 82 of the Guidelines. In exceptional circumstances, pupils may be expelled for a first offence. This may apply in the event of:

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

Procedures in Respect of Expulsion – Six Steps.

Step 1: A detailed investigation carried out under the direction of the Principal.
Step 2: A recommendation to the Board of Management.
Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
Step 4: Board of Management deliberations and actions following the hearing.
Step 5: Consultations arranged by the Educational Welfare Officer.
Step 6: Confirmation of the decision to expel.

[Note: A detailed outline of each of these steps is available in Chapter 12 of the NEWB Guidelines for Developing a Code of Behaviour. This can be accessed on the NEWB Website – www.newb.ie**].**

Section 29 Appeals (NEWB Guidelines p86). A parent may appeal a decision to expel to the secretary general of the Department of Education and Skills (DES). A form for such an appeal is available from the DES.

KEEPING RECORDS (in line with Data Protection).

(Please also refer to Scoil Naomh Iosaf Data Protection Policy in relation to keeping records and the retention of same).

Class Level

Teachers keep individual behaviour and progress records for each child as appropriate. This will enable teachers to track a child's behaviour and will be used to inform parents of their child's behaviour and progress at the parent-teacher meetings and the annual school report. The information will also be used to inform the child's next classroom teacher of how the child is progressing. As the notes will be incorporated into the parent-teacher meetings and the annual school report, these will be shredded in June each year. Serious incidents of misbehaviour will be retained in the child's file in the storeroom.

Pupils with ongoing behaviour issues/challenging behaviour will have a Classroom Support Plan or a School Support Plan. This plan will include, the nature and seriousness of the behaviour, the context of the behaviour, the impact of the behaviour and the interventions put in place to assist the child. The content and purpose of a Classroom Support Plan or School Support Plan is outlined in detail in Scoil Naomh Iósaf Special Educational Needs Policy.

Playground

- Serious incidents of misbehaviour on the playground are recorded on the School Incident Report Form and kept in the child's file. Minor incidents are recorded by the class teachers.
- The staff on yard duty will inform the class teachers and/or the Principal of serious incidents of misbehaviour on the yard.

School Records

- A record will be kept of letters or phone calls to parents in relation to pupil's behaviour. A record will also be kept of communication with outside agencies and with the Board of Management. If the child has a school support plan, the outcome of phone calls to parents, outside agencies etc. will be recorded in the Log of Actions section of the plan.
- Documentation pertaining to Section 29 appeals will be kept and stored in a locked filing cabinet in the principal's office.

Records of Suspension (Developing a Code of Behaviour: Guidelines for Schools p78).

- Records will be kept of investigation and decision-making (including notes of all investigation, the decision-making process, the decision and rationale for the decision, the duration of the suspension and any conditions attached). These records will be stored in a locked filing cabinet.
- Report to the Board of Management – The principal will report all suspensions to the Board with reasons for and the duration of each suspension.
- A report will be made to the NEWB in accordance with the NEWB reporting guidelines.

Records in respect of Expulsion

- All data, letters, etc. will be kept as above.

Pupils with Special Educational Needs

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in relation to the regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of behaviour, they will also show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve agreeing a School Support Plan or working and co-operating with the Resource Teacher and a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

Procedure for the Resolution of Complaints: See SNI Complaints Procedure which is based on Guidelines agreed by the Catholic Primary Schools Management Association (CPSMA) and the Irish National Teachers Organisation (INTO). The Complaints Procedure is available from the school or on the school website. If a parent has a complaint, this should be presented through the parental complaints procedure and not by any other means. The first step is to contact your child's teacher by email or phone call and detail your complaint or concern. It is not always possible to respond immediately as teachers have class teaching, supervision and preparation duties. Phone calls and/or emails will be responded to within 24 hours if at all possible and within 48 hours at the latest.

Communicating and Implementing the Code

- All parents will be issued with a copy of the Code of Behaviour.
- The staff will endeavour to ensure that all children understand the code – are aware of the school rules and procedures and rewards and consequences.
- Special effort will be made to ensure that pupils with special educational needs understand the school rules, the reward systems and the consequences of misbehaviour. SPHE lessons, DVD's and role-play may be used to ensure these pupils understand cause and effects of behaviour. Teachers will teach the Code of Behaviour pupils in an age-appropriate manner.

Success Criteria:

- Happy and caring school atmosphere. Children happy coming to school, in class and on the yard.
- Positive comments from parents and visitors in relation to the behaviour and friendliness of the pupils.
- Positive feedback from the school community in relation to the calm welcoming environment in the school.
- A limited number of incidents of misbehaviour and bullying.
- A culture of 'upstanding' – asking others to 'stop' if their behaviour is upsetting others and informing teachers/SNAs of any issues that are upsetting to an individual child or to his/her friends.

Roles and Responsibility:

The Staff of SNI

- Co-ordinate, monitor and implement the policy in partnership with parents.
- Model positive behaviour, respect and kindness in their interactions with each other, visitors, parents and pupils in the school.
- Manage the classroom in such a way that children are positively engaged.
- Involve the pupils in drawing up rules for classroom.
- Teach the school rules in a way that is appropriate to each class level.
- Display their classroom management plan in the classroom to include, rules, rewards and consequences.

Parents/Guardians

- Discuss the school code of behaviour with their children and encourage them to keep the school rules.
- Co-operate with the school in the implementation of this and other polices
- Model positive behaviour in their interactions with staff and pupils in the school.

Timetable for Review: Review at end of 2023 school year and every two years thereafter or in light of changed circumstances/ongoing incidents of inappropriate behaviour.

Ratification and Communication:

	Signed	Date
Ratified by the Board of Management	Fintan Doyle (Chairperson) Mairead Hennessy (Principal)	June 2018 and updates re. Data Protection in June 2019.
Circulated to all Staff		September 2019
Circulated to all Parents/Guardians by Email		September 2019
Discussed at Parent Association		March 2018 and Term 1 2019
Published on School Website.		September 2018 Updated Code of Behaviour published September 2019. Further updated draft published in November 2020
Discussed with all classes.		Every September and as appropriate throughout the school year.
Reviewed and updated in light of Covid-19 Protocol	Ms. Catherine Burke (Chairperson BOM) and Mairead Hennessy Principal	October/November 2020 Published on the School Website for all Parents.
Reviewed and updated in light of a consistent incidents of serious misbehaviour by a small minority of pupils causing distress, discomfort, and/or injury to another pupil.	Ms. Catherine Burke (Chairperson BOM) and Mairead Hennessy Principal	December 2020. Published on the School Website for all Parents.
Circulated to all Parents, BOM and Staff via. Email	Mairead Hennessy	December 2020
Revised in light of Covid-19 requirements and updated on the school website.	Mairead Hennessy (Principal) and Catherine Burke (Chairperson BOM)	August 2021

Revised in light of updated Covid-19 and HSE requirements and updated on the school website.	Mairead Hennessy (Principal) and Catherine Burke (Chairperson BOM)	February 2022 and August 2022.
Code of Behaviour Reviewed and Ratified by the Board of Management	Mairead Hennessy (Principal) and Catherine Burke (Chairperson BOM)	September 26th 2023
Code of Behaviour Reviewed and Ratified by the Board of Management	Mairead Hennessy (Principal) and Catherine Burke (Chairperson BOM)	October 2nd 2024