

Scoil Éanna Code of Behaviour



Introductory Statement

This Code of Behaviour has been reviewed and amended by the Staff, Board of Management, the students and parents of Scoil Éanna National School in the school year 2022.

Rationale

The Board of Management of Scoil Éanna decided to review the Behaviour Policy to reflect developments which have taken place since the previous code was developed in 2015/2016.

Mission Statement

Our Catholic school ethos offers a safe and secure environment where children learn to be self-confident and have a positive self-esteem. It aims to encourage a sense of personal responsibility and to enable our pupils to develop and enhance the social skills of communication, co-operation and conflict resolution necessary for creating and maintaining supportive relationships both now and in the future. A child's sense of safety and an ability to protect themselves from danger and abuse is of paramount importance. We educate the children to respect the environment and to develop a sense of responsibility for its long-term care. Within a convinced Christian perspective, an appreciation of and respect for the diversity that exists in society and the positive contributions of various cultures, religious and social groups are essential ingredients of our thinking and practice.

Relationship to Characteristic Ethos

Scoil Éanna seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between management, staff, parents and pupils. A clear, shared understanding, among all these partners, of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their

development. This code reflects the opinions of all members of the school community, including the children, who agreed that standards of behaviour and “rules” were necessary to “avoid chaos”, to make sure “everyone is treated fairly”, to “give us (children) a better understanding of life” to “maintain order in society” and “to make us feel safe”. Further, “Rules teach us how to behave and how to respect others and their property”.

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 mission statement;
- To promote positive behaviour and self-discipline recognising the differences among 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, tolerance and consideration 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 enable all in the school community understand the procedures that form part of the Code and thus ensure their co-operation in their application;
- 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 and
- To enable teachers to teach without disruption.

Guidelines for Behaviour in the School

The school recognises the differences that exist among 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 and their property.

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and to show consideration for other children and adults;
- Each pupil is expected to show respect for the property of the school, other children’s belongings and their own;
- Each pupil is expected to attend school on a regular basis and to be punctual;

- Each pupil is expected to do their 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 its own class rules or charter, through consultation and discussion within the class. These will reflect the age and maturity levels of the children. Rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively. The rules will be referred to regularly and will form part of SPHE lessons. The children will record a copy of their individual class rules and these will then be available to their parents. (These specific classroom rules are only applicable to the teacher and class who drafted them. They will be used in addition to the designated school rules.)

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 especially when on yard duty or on any organised out-of-school activity. Senior students have a particular role to play and parents or other members of the school community may make comments or suggestions through the Parents’ Association 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. It is more beneficial 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. Teachers will use various strategies to promote good behaviour including “Class Dojo”, star/reward charts, homework passes, extra play time, compliment flowers etc. The strategies used will be at the discretion of the class teacher. Dalta na Coicíse and Gaeilgeoir na Coicíse will be used to promote positive behaviours on a whole school basis. All staff will use “Compliment Slips” to encourage whole class positive behaviours.

To facilitate new members of staff becoming familiar with practices within the school, discussion regarding the implementation of the code will form part of the first staff meeting each September. A copy of the code will be included in all teachers’ documents. The code will also be available to parents when they enrol a child in the school.

SCHOOL RULES

***It is acknowledged that discretion with regard to the rules needs to be applied when managing the behaviour of children with SEN, in line with their own individual programmes.**

School rules are devised with regard to the health, safety and welfare of all members of the school community. It is imperative that adults 'practice what they preach' in their interaction with children every day. The School Rules listed below provide clear guidelines for all members of the school community.

- Pupils are expected to listen to the class teacher, work hard, follow instructions promptly, do their best and make best use of their time in school.
- Pupils enter and leave the school building at all times in an orderly fashion. When the bell rings after play-time the children stop playing and walk to their class lines. Children do not enter the school building during play-time without getting permission from teachers/SNAs.
- In the interest of safety pupils must walk within the school building and **quietness** is expected while children are getting ready to enter/exit class i.e. while queuing, while putting on coats at coat stands etc.
- Pupils are expected to treat all staff members, themselves and each other with due respect and courtesy. Pupils are taught to welcome visitors and to show respect to themselves and others.
- Bullying is never allowed. Any behaviour that interferes with the rights of others to learn and to be safe is unacceptable. Cyber bullying, fighting, rough play or any physical force is never allowed or tolerated.
- Bad language is unacceptable. Inappropriate language if used towards a teacher or anywhere within the school is disrespectful and considered a serious breach of the code.
- We encourage pupils to wear their full school uniform.
- Chewing gum, glass bottles, matches, cigarettes, alcohol or drugs are not allowed.
- Cycling in school grounds is forbidden. Children are asked to get off their bikes at the school gate and walk with their bike to the bike rack.
- We encourage children to bring healthy lunches (see Healthy Eating Policy)
- Children are not allowed **mobile phones/smart devices** in class or on the school yard. If a child is found with a mobile phone it will be confiscated and stored in the office where parents may retrieve it. In exceptional circumstances a mobile phone may be handed (switched off) to the class teacher with a note from parent/guardian. It is the responsibility of the child to ask for the phone at the end of the school day. (See related policy)
- We encourage hairstyles to be kept neat and conventional – with hair in its natural colour. For hygiene purposes hair should be tied back.
- Shaved hair (No1) is acceptable but no design of any kind allowed (including symbols, images and/or writing).
- Make-up is not worn during school times
- Jewellery is not allowed except for one small stud earring in the bottom of the ear and a watch.

- Pupils must respect the school building and property. If any deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement.

Behaviour in Class and in School Building:

- Pupils must not behave in such a manner as to disrupt class work or to cause unnecessary disturbance.
- It is school policy that every pupil listens to the class teacher, follows instructions and works to the best of their ability; making best use of their time in school and doing their best.

Behaviour in the Playground:

- All pupils have a right to enjoy their time out in the playground in a safe environment at break periods.
- Misdemeanour consists of any action that puts the safety of self or others at risk.
- Fighting, rough play or any physical force is never allowed or tolerated.
- In the interests of safety climbing on the playground fence is strictly forbidden.
- In the interest of safety when the bell rings during playtimes the children stop playing and move to their class lines. Children do not enter the school building without getting permission from the teacher/SNA on yard.
- Once morning and lunch breaks end, teachers are responsible for the children in their classrooms.

Wet Days:

- Children can do activities in class based on the class teacher's instructions or supervising teacher's instructions.
- Sharp implements are used only when a teacher is in the classroom
- Children may watch a class DVD selected in consultation with the class teacher.
- Children are expected to remain in their seats on wet days unless going to the toilet.

Swimming Days:

- Every pupil listens to and obeys the class teacher.
- Children walk in line behind the teacher into the swimming pool. No running allowed.
- No shouting or playing in dressing rooms.
- Every pupil listens to and obeys the instructor and lifeguard
- No running around pool area
- Swimming caps required. Arm bands needed for beginners and shower socks may be worn.
- Children do not leave the pool without permission from the instructor or teacher
- No jumping into the pool from the side – unless under the instructor's directions. No pushing or rough play in the pool
- Children are expected to dress quickly after each session
- Hairsprays/gels/spray deodorants are not allowed. Roll-on deodorants are allowed for 5th – 6th class pupils.

- No drinks/sweets are bought from the machine.
- Eating is not permitted on the bus journey to/from the swimming pool

Tour Rules:

- Pupils enter/leave the bus in an orderly manner
- Pupils are expected to arrive **15 minutes** before departure time. Parents are expected to contact the school 15 minutes before departure time if child is sick or unable to attend.
- School Rules apply to school tours
- Mobile phones/smart devices are banned on school tours. Teachers will have mobile phones on tour if parents/children need to get in contact with one another.
- On the bus pupils must sit in their seats and avoid loudness that would distract the driver
- Pupils are encouraged to take drinks and sweets at the appointed lunch breaks.
- Pupils stay in their appointed groups at all times.
- Pupils wear uniform on school tours
- Parents/Guardians sign a permission slip allowing their child/children to go on tour.

School Environment:

We pride ourselves on flying the School's Green Flag denoting an environmentally friendly policy.

- Pupils are expected to value our school environment and to care for it.
The playground is a litter-free zone.
- To protect the environment, the school is involved in various projects:

Recycling: Waste paper and cardboard are collected for recycling. All other empty cartons drink containers and wrapping papers are considered household waste and are taken home.

Responsibility of Staff and Parents

STAFF ARE EXPECTED

- to support and implement the school's code of behaviour;
- to act as good role-models for the children, show "love and respect in every deed and action" and to be cognisant of their duty of care;
- to be familiar with and follow the school's Child Protection Safeguarding Statement;
- to create a safe, welcoming environment for each pupil;
- to praise desirable behaviour;
- to facilitate pupils to reach their full potential;
- to recognise and provide for individual talents and differences among pupils;
- to be courteous, consistent and fair;
- to keep opportunities for disruptive behaviour to a minimum;

- to deal appropriately with misbehaviour in line with school policy; without fear or coercion
- to keep a record of serious misbehaviour or repeated instances of misbehaviour;
- to listen at appropriate times, to pupils' explanations for behaviour;
- to provide support for colleagues;
- to communicate with parents and staff when necessary, always with courtesy and respect;
- to provide reports on matters of concern.

PARENTS ARE EXPECTED

- to nurture in their child/children a positive attitude towards school and try not to pass on any negative experiences they may have had at school;
- to ensure their child attends school regularly and punctually in full school uniform with appropriate clothing for the weather;
- to send a written note/parental declaration form (during Covid-19) to the class teacher explaining their child's absence from school;
- to ensure the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency;
- to ensure their child attends school clean and with a good level of hygiene;
- to check their child's head regularly for head lice and treat as necessary;
- to ensure their child has a healthy lunch in school every day in line with school policy on "Healthy Eating";
- to arrange meetings with the class teacher and/or principal if they are concerned about any issue relating to their child;
- to communicate with staff, when necessary, always with courtesy and respect and to model good behaviour in their relationship with teachers;
- to encourage their children to have a sense of respect for themselves, for others, for their own property and that of others;
- to be interested in, support and encourage their child's school work;
- to ensure their child has the correct books and other materials;
- to cooperate with teachers if instances arise where their child's behaviour is causing difficulties for others;
- to communicate to the school problems which may affect their child's behaviour;
- to follow the schools "Complaints Procedure" if they have a complaint about a staff member;
- to be familiar with the code of behaviour, anti-bullying policy and other school policies on the school website www.scoileanna.ie and support the implementation of these policies.

* Phone calls will be made to parents re children's repeated lack of punctuality, failure to wear correct uniform, unhealthy lunches, unsuitable hairstyles.

Pupil Rewards

The following strategies will be used by all teachers:

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval;
- A comment/sticker in a child's homework diary or copy;
- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;
- A reward system – Dalta na Coicíse/Gaeilgeoir na Coicíse /Principal's Award/ Compliment Flower/class Dojo/golden time/homework passes/extra play time/ occasional treats etc.; (this list is not exhaustive)
- Special mention at assembly/Dalta na Coicíse/Gaeilgeoir na Coicíse;
- Delegating some special responsibility or privilege;
- A mention to parents - either written or verbal communication;

Pupil Sanctions

Sanctions are used in a corrective way and are intended to help the child to change and improve his or her behavioural patterns. The nature of the misbehaviour/the ability and age of the child will determine the strategy to be employed. A very small number of children may have an individual Behaviour Plan. If this is the case, sanctions may be differentiated for this small percentage of children and the class teacher should be consulted before applying a sanction. However, as noted earlier, **even though sanctions may be differentiated- expectations will not vary.** The following will be used to show disapproval of inappropriate behaviour:

- Reasoning with pupils including advising them about the consequences of their actions/behaviour;
- Visual reprimand or verbal reprimand (including advice on how to improve);
- Time out (age appropriate including advising child about reflecting on their behaviour);
- Written exercise e.g. apology letter for offence committed/reflection sheet;
- Uncompleted work to be sent home for completion;
- Referral to another classroom/teacher (maximum stay 1 hour);
- Communication from teacher to parent e.g. note in journal to be signed by parent/telephone call/email;
- Withdrawal of privileges;
- Meeting with parent/guardians;
- Referral to Principal or the Principal and Chairperson or other delegated members of the Board of Management;
- Suspension;
- Expulsion.

Misbehaviour on the Yard

Children will receive one warning for a minor misdemeanour. For serious misdemeanours such as hitting, pushing etc. no warnings will be given.

The child will be given 'Timeout' for a period of time related to the child's age and the nature of the misdemeanour. A child who is on an individual Behaviour Plan may or

may not receive 'Timeout'. In making a decision with regard to these children, staff will consult with the child's class teacher.

On the Senior yard the child may be asked to write an account of what they have done.

Incidents of yard misbehaviour will be dealt with as outlined above. In cases where children pose a threat to their own safety or to the safety of others school staff will take prudent action to prevent injury to the student himself/herself or to anyone else involved.

For serious and gross misdemeanours on the yard, the principal and/or deputy principal will be informed and they will decide in consultation with staff, the sanction that will apply in line with this policy.

Misbehaviour in the Classroom

All everyday instances of a minor nature are dealt with by the class teacher e.g.

- Repeated interrupting of class work
- Being dishonest, discourteous, disobedient
- Not completing homework without good reason.
- Name calling
- Minor infringement of school rules

Teachers monitor children's behaviour and achievements discretely keeping notes of progress for planning and future reference.

Stages of Referral

Classroom	Playground
Step 1: Verbal or visual warning or reprimand, including advice about how to improve identified behaviour.	Step 1: Verbal reprimand, including advice about how to improve identified behaviour.
Step 2: "Time out" to another area within the classroom – time based on age of child	Step 2: "Time out" in a designated area – time based on age of child and the nature of the misdemeanour
Step 3: Time out in another class with work to complete. (Not during Covid-19 pandemic)	Step 3: Incident recorded on Aladdin. Class teacher informed. Further "Time out" may be used.
Step 4: Loss of privilege for a period of time (next day during break/lunch time). A note may be written in the homework journal to inform the parent of their child's misbehaviour.	Step 4: Loss of privilege for a period of time (next day during break/lunch time). A note may be written in the homework journal to inform the parent of their child's misbehaviour.
Step 5: The class teacher will telephone the parent informing them of their child's continued misbehaviour. Parents may be invited to have a meeting with the class teacher to discuss their child's behaviour	Step 5: The class teacher will telephone the parent informing them of their child's continued misbehaviour. Parents may be invited to have a meeting with the class teacher to discuss their child's behaviour.
Step 6: The Principal will communicate with parents – by telephone, email or by letter.	Step 6: The Principal will communicate with parents – by telephone, email or by letter.
Step 7: Parents will be asked to have a meeting with the Principal and the Class Teacher to discuss their child's behaviour	Step 7: Parents will be asked to have a meeting with the Principal and the Class Teacher to discuss their child's behaviour
Step 8: Parents will be asked to have a meeting with the Principal, the Chairperson or other delegated members of the Board of Management and the Class Teacher to discuss their child's behaviour. Suspension may be considered.	Step 8: Parents will be asked to have a meeting with the Principal, the Chairperson or other delegated members of the Board of Management and the Class Teacher to discuss their child's behaviour. Suspension may be considered.
Step 9: The Board of Management will be informed of the persistent misbehaviour. At this stage both suspension and/or expulsion may be considered.	Step 9: The Board of Management will be informed of the persistent misbehaviour. At this stage both suspension and/or expulsion may be considered.

Managing Behaviour

The nature of the behaviour and the age of the child will determine the strategies employed. The following approach will be used to show disapproval of inappropriate behaviour:

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 support agencies.

Children with Special Needs

All children are required to comply with the code of behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans may be put in place in consultation with parents and the class teacher, SET and or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

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 some misbehaviour as follows:

Minor Misbehaviour (This list is not exhaustive)

The following are some examples of minor misbehaviour:

interrupting class work/running in the school building/littering around the school/not completing homework without good reason (to include a note from a parent/guardian)/inappropriate behaviour or gestures/name calling/minor infringement of the school rules etc.

Regular occurrences of Minor Misbehaviour will be automatically commenced on a higher step on the ladder of referral.

Serious Misbehaviour (This list is not exhaustive)

The following are possible examples of serious misbehaviour:

constantly disruptive in class/telling lies/stealing/damaging others' property/ answering back a teacher/ endangering self or fellow pupils in the class or the yard/verbal abuse/ deliberate, continual disobedience/leaving school premises without permission/ aggressive, threatening or violent behaviour towards a member of staff or a pupil (e.g. physical violence, striking, nipping, biting, spitting).

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

Regular occurrences of Serious Misbehaviour will be automatically commenced on a higher step on the ladder of referral.

Gross Misbehaviour (This list is not exhaustive)

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/ deliberately injuring any member of the school community/setting fire to school property/ deliberately leaving taps (fire hose) etc. turned on/aggressive, threatening or violent behaviour towards a member of staff or a pupil where the safety of the person injured is questioned. Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

An offence of gross misbehaviour will automatically result in suspension.

Suspension

- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed or where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion or where behaviour is deemed to be classified as gross misbehaviour. 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.) The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days. 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/guardians to outline the decision to implement the suspension and will present the parents/guardians with a written statement of the terms, duration and date of the termination of the suspension.

Removal of Suspension (Reinstatement)

Following a period of suspension, before a student is reinstated to the school, the parents/guardians 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. The Principal in consultation with the parents, the class teacher and the student (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. During a period of suspension, the parents may apply to have the pupil reinstated, subject to these same conditions. 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 student in an extreme case or where repeated incidents of gross 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. 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).

Every effort will be made to manage a child's behaviour so that he/she and his/her fellow pupils can learn in school and be equipped with skills for later life. A continuum of support detailed in a specific Behavioural Plan will be implemented and support from parents sought. Notes will be kept on all incidents of misbehaviour and subsequent actions taken. Advice and guidance from external agencies such as NEPs, HSE, TUSLA, CAMHs, SESS, Gardaí etc. will inform actions. If despite all our best efforts and interventions, the child continues to misbehave showing disrespect for people and/or property, interfering with the learning of other pupils and refusing to engage with staff, genuinely trying to support him/her, the Board of Management may decide to expel a child.

Involving Parents/Guardians in Managing Behaviour

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting and demonstrating 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. 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. Both teachers and parents are obliged to maintain confidentiality with regard to communications about individual children. At no point can a parent or teacher discuss confidential matters in an open forum context. This is a breach of confidentiality between both parties.

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, or teachers who witness misbehaviour while supervising, the Principal and/or the 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. The staff involved will work closely with outside agencies to support behavioural issues and needs.

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 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, records in relation to pupils' behaviour are kept secure in school. Most of these will be on the school's administration package "Aladdin". Copies of all communications with parents/guardians will be retained in the school. Paper records are stored in secure filing cabinets with access limited to the principal and deputy principal. 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. During the Covid-19 pandemic parents notify absence by way of a Parental Declaration Form on the school website.

Covid-19 and the Code of Behaviour

This addition to the Code of Behaviour is relevant during the Covid-19 pandemic. It is a requirement to ensure that the school community is aware of specific procedures and protocols in place to help keep our staff, pupils and families safe.

Behaviour expectation – Our school requires every member of the school community to observe and respect the principles of social distancing, cough and sneeze etiquette, hand washing/sanitising and to make every effort to minimise risk to oneself and others. This requires us to modify some of our behaviours which include:

- All children proceed directly to their classroom in the morning via our one-way system.
- Class bubbles use specific areas of the playground daily.
- Clear rules regarding coughing/spitting at or towards any other person.
- Clear rules of behaviour during online teaching and learning due to Covid-19 can be found in Online Teaching and Learning Plan (See separate plan)

All members of the school community need to be mindful of the following:

- Following the staggered arrival/departure times and routines for pupils.
- Staying within class bubbles at break times.
- Remaining within class pods.
- Pupils from 3rd – 6th are expected to socially distance where possible and wear face coverings. (see Covid Response Plan for exemptions)
- All members of the school community are expected to follow school protocol on hand hygiene.
- Follow cough and sneeze etiquette and where possible avoid touching their face.

Teachers will explain rules clearly to pupils at the beginning of school term and periodically thereafter, while being mindful of their pupils' wellbeing.

Please see Covid Response Plan for full details of procedures and protocols in place during Covid-19 pandemic.

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*
- *Children are aware of school rules*
- *Children apply school rules*
- *Positive feedback from teachers, parents and pupils.*
- *Cooperation between parents, teachers and pupils in maintaining the code.*
- *Comments or compliments on behaviour*

Monitoring and Review:

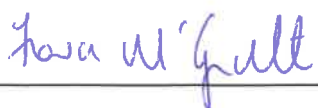
Each staff member is responsible for the implementation of the Code of Behaviour. Within the classroom the teacher monitors his/her class. All teachers are responsible for the behaviour of children within sight or sound of them and respond to any instance of unacceptable behaviour. The principal is responsible for monitoring and reviewing Policy at staff level on a regular basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management (BOM) has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. The BOM will ensure the Code of Behaviour is reviewed regularly or if the need arises.

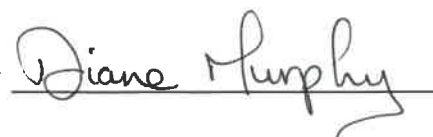
In registering children in Scoil Éanna parents sign the Application for Admission to say they agree to co-operate with and support the school's **Code of Behaviour** as well as all other policies and school rules in place. In this way the Board of Management, teachers and parents are all promoting positive behavioural patterns in our pupils.

Ratification:

This policy was adopted and ratified by the Board of Management at its meeting on 15/02/2022

Signed: 

Chairperson, Board of Management

Signed: 

Principal

Date: 15/02/2022