



Scoil Mhuire

Ramelton

Code of Behaviour



Development of our Code of Behaviour

Each member of staff received a copy of *Developing a Code of Behaviour: Guidelines for schools* published by the National Educational Welfare Board (2008).

Each member of staff familiarized themselves with the contents of the 93 page guidelines.

An initial staff meeting was held in June 2010.

The current procedures and policies relating to behaviour were reviewed. The new guidelines were discussed in detail. It was decided that the involvement of the pupils was very important and their input was vital to the final document.

In September 2010 each teacher, through the S.P.H.E. Programme discussed with pupils the type of school atmosphere they wanted, what rules they wanted introduced and the sanctions they wanted put in place if guidelines were disregarded.

Each class teacher then reported back to the whole staff.

The code of behaviour will be reviewed as necessary in conjunction with staff , children , parents and board members.

A Value Based Code

Our Code of Behaviour is value based. The value of respect is the linchpin of our code - respect for self, respect for others and respect for property.

Our Vision for Relationships and Behaviour in the School

At Scoil Mhuire, Ramelton we are committed to creating an environment in which each individual child and adult feels valued, respected and safe.

We take pride in the high standards of behaviour and in the good manners which are to be found in the school, and we know this depends on the example set by all of us. We treat everyone as an individual. Each member of our school community can expect to give and receive respect.

We believe that relationships are vital and at all times we endeavour to foster these positive relationships, at all levels, in our school community.

Our Mission Statement

At Scoil Mhuire our mission is to provide a safe, secure and happy environment where the pupils are guided and motivated to work to their full potential, and where the well-being of the whole school community is safe-guarded. We aim to encourage positive attitudes and to use praise to reinforce good behaviour. We believe that this positive approach of rewarding good behaviour, effort and work will motivate the student to succeed.

Respect is one of the most highly regarded values that we try to nurture at our school. This includes respect among pupils, staff, parents and visitors; respect for ourselves and for each other. In Scoil Mhuire, we try to highlight the good that people do in order to develop a sense of their own worth and a feeling that they have dignity, are valued and are equally important.

At Scoil Mhuire we also work in partnership with parents and the wider community in an atmosphere of mutual trust and respect.

Strategies to promote Positive Behaviour

We at Scoil Mhuire strive to develop a positive approach to behaviour. We endeavour to employ techniques of encouragement and motivation rather than being negative with the threat of sanctions. However, the school recognises there may be external factors influencing children's behaviour that may sometimes need to be considered and accommodated. The school works very closely with parents/guardians in order to establish reasons and elicit factors for children behaving in a negative way.

Four words encapsulate our aspirations towards a happy working environment in this school:

Kindness, Trust, Honesty, Fairness

Our school motto, (with regards to behaviour) is:

Kind Words, Kind Hands, Kind Feet

Strategies used to promote positive behaviour include:

- Ensuring that pupils are treated fairly, equally and firmly.
- A quiet word or gesture to show approval.
- Matching work with pupil's abilities.
- A positive comment in a pupil's exercise book/worksheets.
- A visit to another member of staff or the Principal for commendation.
- A word of praise in front of a group or class.
- In Junior and Middle Classes a sticker reward/star chart system is used.
- Delegating some responsibility or privilege to the pupil, particularly in the Senior Classroom.
- A mention to a parent/guardian - written or verbal.
- Teacher records improvement in the behaviour of a disruptive pupil.
- Implementations of Programmes in S.P.H.E. to promote positive behaviour.
- School charter between parents/guardians and teachers, in the Senior Room Anti- Bullying Contract signed by pupils themselves.

Expectations for Teachers, Parents/Guardians and Pupils and how they will treat each other

Teachers:

- Cultivate a happy atmosphere conducive to learning.
- Make every effort to match the curriculum to the aptitude, abilities and interests of each pupil, in so far as is possible.
- Have a lively regard for the general welfare of the pupils.
- Endeavour at all times to heighten pupils' self-esteem and self-worth.
- Assess pupils on a regular basis, both formally and informally.
- Interact with parents/guardians at all times in a professional, sympathetic and pleasant manner.
- Work as team members of the school staff and will co-operate fully with the chairperson of the Board of Management and the Board of Management.
- If elected to serve on the Board of Management, attend meetings.
- Prepare for and attend Parent/Teacher Meetings.
- Prepare a year plan, monthly notes and monthly records of completed work programmes.

- Arrange a classroom timetable incorporating Department guidelines and regulations.
- Attend school punctually.

Pupils

- Attend school regularly.
- Obey the School Rules.
- Have an obedient and respectful disposition towards their teachers and visitors.
- Respect their fellow pupils and work to the best of their ability.

Parents/Guardians

- Ensure that their children attend school regularly, dressed neatly and tidily.
- Although uniform is not compulsory, parents/guardians are encouraged to dress their children in the school uniform.
- Co-operate with the school with regard to its policy on Behaviour and the keeping of the School Rules.
- Ensure that their children complete their homework neatly and to the best of their ability.
- Make an appointment with a teacher if they wish to talk at length about their child or his/her progress of a problem.
- Approach school staff in a pleasant and calm manner.
- Communicate with the school about factors likely to affect their child in school e.g. health, emotional or psychological.
- Send a note following a child's absence from school.
- Notify the school of any infectious disease affecting their child.
- Make every effort to attend the Parent/Teacher meeting.

The school strives to develop a positive approach to behaviour. We endeavour to employ techniques of encouragement and motivation rather than being negative with the threat of sanctions.

How pupils, teacher and parents/guardians help to promote a happy school

Pupils, parents and teachers all take collective responsibility for the promoting of positive behaviour and a happy atmosphere in Scoil Mhuire, Ramelton.

Pupils

- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils follow the school rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations for themselves and other.

Parents/Guardians

- Parents/guardians and visitors to the school feel valued, safe and secure.
- Parents/guardians support, and participate in the life of the school and are actively encouraged to be partners in their children's learning through homework, school events and activities.
- Parents/guardians can contribute to the wider aspect of school life through the School Board of Management.
- Parents/guardians readily engage with the school concerning its work and are willing to take part in effective two-way communication.

Class Teachers

- Teachers identify strongly with the school, and are proud to be part of it.
- Teachers actively establish positive relationships with pupils and parents/guardians and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise and encouragement to motivate pupils and praise permeates all aspects of school life.
- Teachers treat pupils and parents/guardians with respect and in a fair and just manner.

Roles and Responsibilities of the School Community in Relation to Behaviour

Principal - has overall responsibility for behaviour and discipline in the school, specific responsibility for informing Tusla of pupil's absence and liaising with outside agencies - NEPS (National Educational Psychological Service), SENO (Special Education Needs Organisation) etc, and has responsibility for reporting all disciplinary issues resulting in proposed suspension or expulsion to BOM. The principal is also responsible for reviewing this Code of Behaviour in consultation with all the partners in education - pupils, staff, parents/guardians and Board of Management.

Class Teacher - has responsibility for creating a welcoming atmosphere in the classroom. The class teacher is responsible for maintaining discipline within his/her classroom. He/She is responsible for drawing up the classroom rules within his/her own classroom in consultation with his/her pupils and for educating the pupils about the general school rules. He/She is also responsible, together with the principal teacher, for maintaining a happy atmosphere and a sense of order in the school in general. If an issue arises which cannot or has not been resolved by the class teacher in regard to discipline of behaviour he/she will inform the principal at the earliest opportunity.

Parents/Guardians - responsibility for insuring child attends school regularly and punctually, for informing the school of the reasons for any absences and for supporting this Code of Behaviour.

Board of Management - is responsible for reviewing and ratifying the Code of Behaviour. The Board supports the Code of Behaviour and the staff with its implementation. The Board provides opportunities for the staff to obtain training to support the code where necessary. The Board works with the staff and principal to deal with serious breaches of the code of behaviour.

The role of the pupils in relation to behaviour

Pupils will conduct themselves at all times in a way which will show self-respect, respect for others and for property.

Each child will be made aware of the following school rules, the aim of which is to ensure his/her own safety and of others and encourage respect for others and for property.

Pupils should:

- Be careful coming to and going from school.
- Be in time for the start of lessons.
- Show respect for staff, parents/guardians, visitors and fellow pupils.
- Behave in the classroom so that all members of the class can learn in a safe, quiet orderly atmosphere.
- Always walk in the school building.
- Bring a practical healthy lunch to school (if not availing of free lunch scheme).
- Take care of personal hygiene.
- Do their best in school to listen, work and learn at all times.
- Do their homework assignments each day.
- Take pride in the school environment by helping to keep it clean and tidy.
- Not waste or damage other peoples' property or school property.
- Be truthful and honest at all times.
- Never bully others and never allow others to be bullied.
- Tell parents/guardians, school staff or trusted adults immediately if they have concerns.

Systems for Acknowledging Good Behaviour, Progress and Effort.

The overall emphasis in Scoil Mhuire, is of a positive nature - most children follow school rules every day and they must receive the recognition they deserve. In our school we aim to recognise those children and reward them. Acknowledgement of good behaviour, progress and effort is given by means of any one of the following:

- A quiet word or gesture to show approval.
- A comment in a pupil's exercise book.
- A visit to another member of staff or to the Principal for commendation.
- A word of praise in front of a group or class.
- A system of star charts in the Junior and Middle Classrooms.
- Delegating some special responsibility or privilege, this is particularly effective in the Senior Classroom.
- A mention to parent/guardian i.e. written or verbal communication.

The Purpose of our School Rules

The purpose of our school rules:-

Our school rules recognise the importance of clearly stated boundaries of acceptable behaviour.

Our rules are derived from the principles underlying our Code of Behaviour and other behavioural policies (Anti-Bullying Policy etc.) and are consistent with them.

Principal and teachers strive to ensure that rules are applied consistently by all members of staff.

We organise systems for doing so and for taking the information gathered into account in the management of the school.

Children are never left in any doubt as to what is and what is not acceptable behaviour. A lack of firmness and clarity does no service to children.

Teachers make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.

The school has endeavoured to keep the number of rules to an essential minimum and has only included ones which the school enforces. The reason for each rule is obvious. Wherever possible, rules are expressed in positive terms.

Children cannot remember long lists of rules. Included in the Code of Behaviour (full version) are 'child friendly' versions of our school rules. The rules outlined in this policy provide clear guidelines for members of our school community and pupils as to what type of behaviour is expected of pupils and adults within our school.

School Rules
Child Friendly
Abbreviated
Version

General Rules

Respect yourself and others.

- Be kind, gentle and helpful; do not hurt other people or their feelings.
- Work hard, do not waste your own or other people's time.
- Look after and have respect for your belongings and school property.
- Listen when other people are speaking, do not interrupt.
- Be honest; do not cover up the truth.
- Do not run in the school building, or on the stairs.
- Always use the handrail when going up or down stairs.



Playground Rules



- Be kind, do not hurt or bully anyone.
- Try to be careful not to knock someone down, if you do, please say sorry.
- Do not climb or play on the trees, and try not to swing on the goalposts, basketball poles or slide down the slopes in the field.
- When the bell rings, come to your line quietly and walk into your classroom.
- Look after the flowerbeds, do not stand on them.
- Always put your litter in the correct bin.
- Do not leave the school grounds without permission.
- Use the stiles and the red walkway on your way to the bus or car.
- Be a good sport when playing games.
- We try to remember our motto:



Kind Words, Kind Hands, Kind Feet.

Toilet Rules

- Look after the toilets, do not jump or stand on seats, you will break them.
- Respect each other and everyone's right to privacy, do not look into the other cubicle.
- Always wash your hands, do not splash or waste water.
- Only use toilet paper for what it should be used for, do not throw it on the ceiling or block the toilets.
- Use the toilets properly, do not play in the toilets.



School Rules

(full version)

School Hours

1. School hours are 9.20am - 3.00pm. The school building is opened at **9.10am** and closed at 3.00pm. (No unauthorised persons, including pupils, may use the school grounds or building outside these times).
2. The school day ends for Junior and Senior Infants at 2.00pm. They should be collected daily at this time.
3. It is the duty of parents/guardians to ensure that safe and adequate travel arrangements, to and from school, are made for their children.
4. Should anyone other than the regular person be collecting pupils, the teacher in charge must be notified, preferably in writing, or at least by phone, by that child's parents/guardians. Pupils will not be release into the care of someone unknown to the teachers. This measure is entirely to protect the pupils and their safety and well-being.

General Behaviour

1. Bullying, whether verbal, psychological or physical is absolutely forbidden.
2. Pupils must behave respectfully and in a courteous manner towards all teachers, staff members, fellow pupils and visitors to the school.
3. Pupils are expected to act obediently at all times.
4. Swearing and bad language are forbidden.
Great emphasis is placed on always telling the truth.
5. No pupil is permitted to act in such a manner as to disrupt his/her peers, the teacher or the entire class.
6. The benefits of good posture, sitting correctly on one's chair and at one's table are emphasised to the pupils.
7. Pupils are forbidden to:- (a) stand on chairs or tables (b) slam doors (c) run within the school building.
8. Any form of defacement of school property or fellow pupils' property is forbidden. Respect for others and their property is actively encouraged.

9. Litter to be placed in the appropriate bins provided, pride in the neat and tidy appearance of the school building and grounds is continually fostered. We are proud to be a Green School.
10. Anti-social behaviour of any kind is unacceptable.
11. Parents/guardians must send a letter of permission for pupils to leave school early.
12. Pupils are required to line up quietly at the classroom door when being allowed outside for break. When the bell rings, at the end of break-time, they line up at the school door and then proceed quietly, in line, into their classroom. At the end of the school day, the same rules apply when vacating the classroom and going home.
13. Smoking is banned.
14. Dangerous weapons/instruments are forbidden.
15. The dangers of substance abuse are emphasised and such abuse is forbidden.
16. The use of mobile phones on school property or during school hours is banned. Mobile phones are not permitted under any circumstance. If parents/guardian have any urgent message for their child they may contact the school and staff will pass on the message to their child.
17. Any device which has a camera facility is banned, this is to guard against the taking and inappropriate use of fellow pupils' photographs.

Playground Rules

1. Children are forbidden to:
 - (a) Stand, run, jump, climb onto, or sit on, the school walls, the school gates or the perimeter fence.
 - (b) Play or swing on the railing or wooden fences.
 - (c) Swing on the goalposts or the basketball poles.
 - (d) Slide on the slopes in the playing field.
2. Emphasis is always placed on being a "good sport" and in "fair play". It is not the winning, but the enjoyable participation in the sport or game being played that counts.
We try to remember our motto: Kind Words, Kind Hands, Kind Feet.
3. 'Sharing and caring' in the playground and indeed within the school, is always emphasised as the way to establish and maintain a happy school.

Breaks (Wet Days)

On wet days, pupils are supervised indoors. They are required to:

1. Remain in their classrooms.
2. Remain seated during the break or actively, positively and quietly engaged in activities e.g. reading a library book or playing board games available in the classroom.

School Environment

Pupils are expected to value our school environment and to care for it. The playground is a litter-free zone.

Health Matters

1. It is requested that all children who are unwell are kept at home for the duration of their illness.
2. Teachers must be informed of any long term or acute illnesses/conditions/allergies from which any pupil is suffering.
3. Teachers must be informed of any medication which a pupil is taking, as this could affect their behaviour or performance in school.

Homework

1. It is the responsibility of parents/guardians to ensure that pupils complete their homework to the best of their ability. If a child is unable to complete their homework a signed note, written in the homework diary, should be sent to the class teacher by the parent/guardian stating the reasons.

School Uniform

In Scoil Mhuire, we actively encourage all parents/guardians to dress their children in the school uniform.

Boys' Uniform: Grey trousers or tracksuit bottoms.
Wine jumper with school crest.
White polo shirt with school crest.

Girls' Uniform: Grey pinafore or skirt or Grey trousers
Wine jumper with school crest
White polo shirt with school crest.

Uniform can be purchased at: C & M Embroidery,
Lismonaghan,
Letterkenny.
Tel: 9128097

Food

Free lunch and breakfast are provided for all the pupils in the school. All children are encouraged to avail of this scheme. Children not availing of this scheme are encouraged to bring a 'health conscious' lunch to school. Sweets, chocolate bars and fizzy drinks are not allowed.

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 will be put in place in consultation with parents and the class teacher, SET teacher, 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, HSE personnel will be invaluable and used as a basis for planning.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

*See SET policy.

School Related Activities

Standards and rules contained in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school, i.e. school tours, extra curriculum activities, etc.

Parents/guardians, coaches, etc., are asked to abide by the Code of Behaviour when helping out in the school and/or with school related activities.

These rules are designed with the best interests and the safety of the pupils in mind. We endeavour to create a happy, safe and healthy environment in which our pupils may learn to have respect for authority and emerge as caring, considerate and understanding young individuals, ready to take their place in secondary school, and later, in their community, and in the workplace.

Systems for Acknowledging Good Behaviour, Progress and Effort.

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Acknowledgement of good behaviour, progress and effort is given by means of any one of the following:

- A quiet word or gesture to show approval.
- A comment in a pupil's exercise book.
- A visit to another member of staff or to the Principal for commendation.
- A word of praise in front of a group or class.
- A system of star charts in the Junior and Middle Classrooms.
- Delegating some special responsibility or privilege, this is particularly effective in the Senior Classroom.
- School Spirit awards every Friday (2 junior & 2 senior)
- A mention to parent/guardian i.e. written or verbal communication.

Pupils, staff and parents can help each other to meet the standards expected in the school, by following the Code of Behaviour, in an atmosphere of mutual respect and understanding.

They indicate their willingness to follow the Code of Behaviour by signing the Code of Behaviour Contract.

School Contract Between Parents/Guardians Teachers and Pupils of Scoil Mhuire, Ramelton.

Responsibilities of the School Staff

1. To develop each individual pupil's talents and potential as fully as possible.
2. To teach effectively and to set high standards in work and behaviour.
3. To care for each child when at school.
4. To help pupils to leave school able to make a positive contribution to the community at large.
5. To encourage regular communications with parents/guardians as a basis for close co-operation between home and school.
6. To treat parents/guardians with due respect and courtesy both verbally and in written correspondence.

Responsibilities of Parents/Guardians

1. To show by their own example that they support the school in setting high standards in all it tries to do.
2. To make sure that their children come to school regularly, on time, refreshed, alert, correctly dressed and ready to work.
3. To take an active and supportive interest in their children's work and progress.
4. To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.
5. To treat teachers with due respect and courtesy both verbally and in written correspondence.

Responsibilities of Pupils

1. To attend school regularly, on time, ready to learn and take part in school activities.
2. To aim for the highest standards possible in all aspects of school life.
3. To co-operate with the staff and to follow the Code of Behaviour of this school.
4. To consider and have respect for the feeling and property of other people, both in school and in the wider community.
5. To care for the grounds, building, furniture, equipment and books provided by the school.

I support and accept the above expectations of behaviour/responsibilities at this school:

_____ (Signature of Parent/Guardian)

Signed _____ (on behalf of school).

Date _____

Responses to Unacceptable Behaviour

- Our School Rules and School Contract recognise the importance of clearly stated boundaries of acceptable behaviour and of teachers responding promptly and consistently to pupils who test those boundaries.
- Sanctions make the distinction between minor and more serious misbehaviour clear to pupils and will be fairly and consistently applied.
- We endeavour to strike a healthy balance between rewards and sanctions. Both are clearly specified.
- Pupils learn from experience to expect fair and consistently applied sanctions for bad behaviour which make the distinctions between serious and minor offences apparent.
- We strive to ensure that rules are applied consistently, but that there is flexibility in the use of sanctions to take account of individual circumstances.
- We avoid the sanctions of whole groups.
- We avoid sanctions that humiliate pupils.
- When disciplinary problems arise, school staff involves parents at an early stage rather than as a last resort.
- Serious classroom disruption usually comes about by a process of escalation. Experts emphasise the importance of understanding escalation and avoiding it by appropriate intervention. Teachers therefore make sparing and consistent use of reprimands.
- This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Make sparing and consistent use of sanctions. This includes avoiding whole group sanctions which pupils see as unfair. It also means avoiding sanctions that humiliate pupils by, for example, making them look ridiculous. This breeds resentment.

The strategies used in response to incidents of inappropriate behaviour include the following:

- Reasoning with pupils.
- Verbal reprimand.
- Allocations of extra work.
- Withdrawal of privileges.
- Withdrawal from the particular lesson or peer group.
- Writing out what happened.
- Communication with parents.
- Referral to principal.
- Carrying out a useful task in the school.
- Formal report to the Board of Management.
- Suspension.
- Expulsion.

A staged approach to dealing with inappropriate behaviour may be used. The aim is to change the behaviour and allow the child to take responsibility for their actions. The teacher (and sometimes the teacher with the principal) will investigate matters and the teacher (and sometimes the teacher with the principal) will decide on the appropriate sanction depending on the nature of the misbehaviour.

Involving Parents in Management of Inappropriate Behaviour

- The staff contacts parents where there is concern about a child's behaviour.
- Parents are also consulted when various strategies are not effective for managing the child's behaviour.
- Parents are invited to contact the school with their concerns regarding behaviour.
- Class teacher or principal may contact the parent.
- Generally the teacher/principal will meet the parent without the child present, initially.

If problems arise help can be sought by using one or more than one of the following:

- If a child is presenting as aggressive the staff will work with SENO, NEPS and HSE (Health Service Executive) to find strategies to deal with the behaviour, manage aggression, protect other children and staff.
- Children may need to obtain psychological assessment.
- The SESS (Special Educations Support Service) will be contacted to provide appropriate training for staff.
- Guidance is also provided in *Managing Challenging Behaviour INTO 2004:11*
- In the event of serious, violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the staff may consider removing the child from class/school setting.

Sanctions

Sanctions Code

Our sanctions code divides unacceptable behaviour into levels.

Each level has its own system of consequences.

- **Sanctions are imposed, taking into consideration the particular needs of each individual child and the circumstances of each incident.**

Level 1 Behaviour Triggers for Level 1 Sanctions

- Not getting on with work.
- Stopping other children from working.
- Talking at the wrong time.
- Being cheeky to any member of staff.
- Running inside the school.
- Rough play in the playground.

Level 1 sanction consist of a staged approach

1. Warning. This may be a verbal or visual warning.
2. Move. This may be within the classroom or to another area of the school.
3. Loss of five minutes of playtime or time out if already outside.

Level 2 Behaviour Triggers for Level 2

- Pushing other children.
- Throwing things inappropriately.
- Insolence to adults.
- Name-calling.
- Disobedience.
- Disruptive classroom behaviour.
- Being dishonest.

- Not producing expected work in class.
- Running recklessly around the school.
- Swearing.
- Spitting.
- Deliberately causing minor damage to property (first instance)
- Injuring others by thoughtless behaviour.
- Unkindness to other children.
- Leaving school premises without permission.

Level 2 sanctions consist of a staged approach:

1. Warning. This may be a verbal warning.
2. Move. This may be within the classroom or to another area of the school.
3. Loss of five minutes of playtime or time out if already outside.
4. Pupils may be asked to write their own individual account of the incident. This will be kept in the Behaviour File.
5. If appropriate, the child will write an apology to the injured party.
6. The child may be sent to sit outside the staff room or detained in their own classroom for the duration of the eleven o'clock break. This is after the child has been given an opportunity to go to the toilet and have a snack. The child will explain why s/he is there to the person on yard duty.
7. If a child repeatedly misbehaves in this manner, a note may be written in the child's homework diary which must be signed by his/her parents.

Level 3 Behaviour Triggers of Level 3

- Throwing things in a dangerous manner.
- Persistent insolence.
- Using violence towards others.
- Persistent name-calling or teasing, including homophobic and racist insults.
- Persistent use of inappropriate language or obscene hand gestures.
- Deliberately causing damage to property.

- Persistent disobedience.
- Stealing.
- Spitting at others.
- Persistent dishonesty.
- Bringing dangerous objects or substances into school

Level 3 sanctions consist of the following specific stages:

Level 3 involves the child and his or her parents and the principal, or deputy principal.

It consists of three stages:

1. The child is sent to the principal (or the Deputy Principal in her absence) to explain his/her behaviour. A letter (Letter A) will subsequently be either handed or posted to the child's parents, informing them of the incident and requesting them to discuss the matter at home and report back to the school using the return slip at the bottom of the letter.

The child's name, a copy of the letter and the subsequent reply slip will be logged in the Behaviour File. If a reply is not received from the parents, a reminder letter will be sent.

2. If there is repeated bad behaviour, the child will again be sent to the principal (or the Deputy Principal in her absence) and then be kept in for the next playtime (or series of playtimes depending on the offence). A letter (Letter B) will be sent to the parents requesting that they make an appointment to discuss the matter with the Principal or Deputy Principal.

The child's name and a copy of the letter will be kept in the school Behaviour File. If the parents do not respond to the letter, the Principal or Deputy Principal will contact them as soon as possible.

3. If there is continued bad behaviour, the child will be sent to the Principal, or in her absence, the Deputy Principal. The Principal or Deputy Principal will inform the pupil and his/her parents about the complaining. A meeting will be arranged with the parents and the pupil to discuss the matter and give everyone an opportunity to respond. If no resolution is reached at this stage, the parents will be informed that a meeting of the Board of Management is being called where the suspension of the pupils will be considered.

The Board of Management has the authority to suspend a pupil and may do so for up to 10 consecutive school days at one time or 20 days in a school year. A single incident of misconduct may be grounds for suspension.

Suspension is defined as "requiring the student to absent himself/herself from the school for a specific, limited period of school days".

The decision to suspend a pupil requires serious grounds such as:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for supervision.

Procedures for Suspension:

- **A detailed account of the procedural steps required for suspension are to be found in:-**
National Educational Welfare Board (2008) Developing a Code of Behaviour 11.5 Page 74.

The school will observe the following:

- Inform the pupil and his/her parents about the complaint.
- Give parents and pupil an opportunity to respond.
- Initial suspension no longer generally than 3 days (except in exceptional circumstances)

Any such suspension is subject to appeal under Section 29 of the Educational Act (1999)

When any sanction including suspension is completed the pupil will be given the opportunity and support for a fresh start.

Level 4 Behaviour Triggers for Level 4

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

Level 4 is the most serious and will warrant instant and permanent exclusion.

The Board of Management has the authority to expel a pupil.

Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate

1. Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour.
2. Making sure that the pupil understands the possible consequences of his/her behaviour, if it should persist.
3. Ensuring that all other possible options have been tried.
4. Seeking the assistance of support agencies, if appropriate.

Procedures for Expulsion:

A detailed account of the procedural steps required for expulsion are to be found in:-

National Educational Welfare Board (2008) Developing a Code of Behaviour 12.4 Page 83.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal (includes contacting parents regarding behaviour as with suspension)
2. A recommendation to the Board of Management by the Principal (parents informed of the same)
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.

4. Board of Management deliberate and act following the hearing. Board of Management informs Education Welfare Officer.
5. Confirmation by the Board of Management of the decision to expel.
6. The right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998 Section 29).

Keeping Records

School records:

- Records of incidents of bad behaviour are kept within the school.
- Records of any investigations into serious incidents are kept.
- Notifications of suspensions/expulsions and communications with the HSE are kept on file.
- All records are kept in a locked filing cabinet in the school.

Procedures for Notifying the School about Reasons for Absences from School

- Parents inform the school in writing of pupils' absences and the reason for their absences.
- These letters are kept by each class teacher in the Attendance File.
- Under the Education Welfare Act the principal informs the National Education Welfare Board in writing of any child who is absent for 20 days or more.
- The Principal informs the parents of such referrals.

Procedures for Raising a Concern or Bringing a Complaint about a Behavioural Matter and Details of who to Contact about Behavioural Matters

It is in the interest of pupils, parents and teachers that good relations should prevail between school and home. Our school prides itself on the high level of co-operation that exists between us. Parents support the school by encouraging their children to abide by the school rules. The staff in the school always welcomes the opportunity to discuss with parents behavioural problems

that may arise from time to time. With mutual respect, trust and goodwill these occasional problems are generally readily resolved.

Initially a parent should raise a matter of concern with their child's class teacher and then, if necessary with the Deputy Principal or Principal Teacher.

The successful implementation of this policy depends on pupils, parents and staff working together.

Linked Policies

This Code of Behaviour must be read in conjunction with the school's Anti-Bullying Policy.

This policy, together with our school's Anti-Bullying Policy will be provided to all new applicants on their enrolment to our school. A number of other policies are linked to this code of behaviour policy, these include, **SET policy, SPHE, Health and safety policy, Stay Safe statement, and Enrolment policy**

Success Criteria

Practical indicators of the success of the policy;

- Positive feedback from teachers, parents and pupils.
- Observation of behaviour in classrooms, corridors and the playground.
- A positive school climate where children and staff feel safe and happy.
-

Ratification, Communication and Implementation Date

This policy was ratified in December 2010 and circulated to the school community immediately thereafter. It was implemented in December 2010.

It was reviewed again in 2014 and ratified by the Board on February 4th 2014.

Review and Monitoring

This policy will be monitored and reviewed by the Board of Management on an ongoing basis or when the need arises. Staff will be requested to review the school's Code of Behaviour on a regular basis. The attention of all new staff will be drawn to the school's Code of Behaviour. The Board of Management will ensure that adequate training and support is provided for all staff.

The code of behaviour will be reviewed at least every three years.

Concluding Statement

This Code of Behaviour was drawn up with the best interests and the safety of the pupils and staff in mind. It is our desire to create a happy, safe and healthy school community in which the pupils learn and interact in a positive environment in which respect is the core value. We the school staff, work with parents/guardians to help pupils become caring, considerate and understanding young individuals, prepared for life in secondary school and later, as adults in the wider world.

Ratification of the Code of Behaviour

This Code of Behaviour was reviewed and adopted by the Board of Management of Scoil Mhuire, Ramelton on December 4th 2017.

Signed: _____

Fr. Michael Carney (Chairperson)

Signed: _____

Leala McCusker (Principal)

Signed: _____

Joan Naughton (Dep. Principal)

Signed: _____

(B.O.M Members)

Signed: _____

Signed: _____

Signed: _____

Signed: _____

Reviewed: 6th December 2010

Reviewed: 4th February 2014

Reviewed: 4th December 2017