

St. Brigid's N.S.

Ballysax.

Introductory Statement

The Board of Management of St. Brigid's NS, Ballysax, is required by legislation to prepare and make available a Code of Behaviour for its students. The Education Welfare Act, 2000, stipulates that the school Code of Behaviour must be prepared in accordance with the guidelines issued by the National Educational Welfare Board (NEWB).

This code was revised in 2018, following collaboration between principal, teachers, staff, pupils, parents and Board of Management of St. Brigid's National School, Ballysax. The Code has been formulated in order to provide a happy, effective and safe learning environment, where all the children can develop socially, through living and cooperating with others, therefore contributing to the good of society. It has been further revised in September 2020 in line the school's Covid-19 Response Plan and with resulting changes in school practice.

Relationship to the Characteristic Spirit of the School

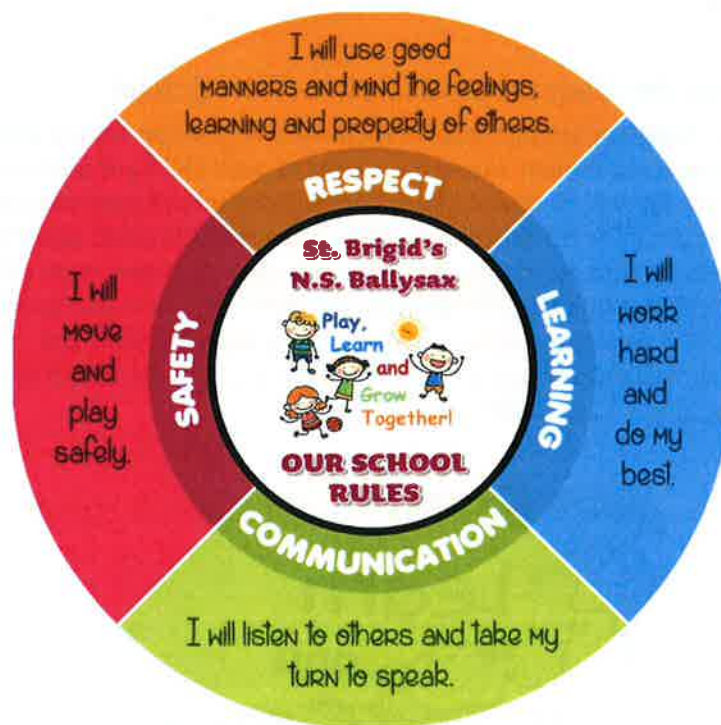
St. Brigid's N.S., Ballysax seeks to enable each child to develop his/her potential in a caring, harmonious environment where the talents of each child are nurtured and valued. It promotes respect for selves, others, the school and the school environment. It encourages the pupils to develop healthy attitudes towards Christian morality and interpersonal skills. It aims to create a healthy work ethic. It values each child as a person who is made to feel part of a friendly working environment. The code provides a just and reasonable system to ensure responsible behaviour by students, staff and parents/guardians. Affirmation and reward of good behaviour by school and home is a fundamental part of this Code of Behaviour.



Play together, Learn together, Grow together is the motto of our school.

Aims

- To develop students' self-esteem and promote positive behaviour.
- To create a positive learning environment.
- To promote positive everyday interactions between staff, pupils and parents.
- To create a safe and secure environment for the school community.
- To promote respect and consideration for ourselves, our school and school environment and others in keeping with our school ethos.
- To foster self-discipline and tolerance of others in all aspects of school life.
- To enable teachers to teach without disruption.
- To enable students to learn without disruption.
- To ensure consistency in the application of rules and fair and agreed sanctions.



The rules of St Brigid's NS, as in the diagram above, are designed to ensure the safety of all, respect for all, that learning takes place and that members of the school community can communicate clearly with each other. The following sections contain expected behavior in the classroom, on the playground and in the school environment.

Expected Behaviour in the Classroom

- All pupils will show respect for staff members, fellow pupils and visitors to the school.
- All teachers will show respect for pupils, colleagues and visitors to the school.
- All pupils will respect the right of others to learn in a safe, secure, disruption free environment.
- All pupils and parents will respect the professional authority of the teacher and school procedures.
- All pupils will behave responsibly and be truthful and co-operative.
- All pupils will complete assigned schoolwork and homework. This work may be oral, written, memorization or other tasks. Pupils may be asked to complete any uncompleted work at home or in school as specified by the teacher. Should for any reason a child be unable to complete their homework a signed written explanation must be provided by the parent/guardian. All pupils will present their work tidily and to the best of their ability. *See Homework Policy.*
- Pupils are encouraged to have their own equipment and to just share resources within their own group/pod.
- If a student damages or loses the property of the school or another student it must be replaced.
- Pupils may not bring to school any item which could be a source of danger to himself/herself or others.
- No toys are to be brought to school unless requested by the teacher.
- Jewelry should be confined to stud earrings, a simple wristband and a watch.
- No mobile phones to be brought to school. *Refer to Anti Bullying Policy.*
- All pupils will adhere to class rules and be in their designated area as directed by school staff.
- Pupils are not allowed to eat during class, unless other activities have run over time and they have permission to do so. No chewing gum is permitted in school.

Absences

If a child is absent, the school must be notified in writing on the first day of his/her return to school. Written communication must contain

- Date
- Actual reason for absence
- Date of absence(s)
- Signature of parent/guardian

This complies with Túsla requirements.

Expected Behaviour in the Playground

- Pupils may bring fruit outside. No other food or drinks are permitted on the yard.
- Pupils are encouraged to use the bathroom before going outside and should not re-enter to use the classroom toilets without first obtaining permission from the teacher or SNA on yard-duty.
- All pupils must remain in the school yard during lunch breaks, unless to use the toilet with the knowledge of teacher or SNA on duty.
- All pupils will show respect toward other pupils and the staff members on yard duty.
- All pupils are expected to play safely and avoid injury to themselves and other students.
- Wrestling, boxing, kicking, climbing on school equipment (including benches, fences and wall) or any other behaviour, activity or game deemed to be dangerous by the staff member on duty is not permitted.
- All pupils will play in their designated areas during break time.
- On hearing the bell all pupils should walk safely and promptly to their designated line up area.
- Any pupil wishing to play football on the grass during inclement weather must have a change of trousers and change of footwear.
- Any behaviour that requires a sanction will be recorded.

See Appendix A for Safety Precautions on Yard

Behaviour for Indoor Play

On wet days the children will remain in their classrooms during break-times. The following points will help to keep the children safe on these occasions.

- Children will stay in their classrooms at all times
- Children can play with games / activities provided by their teacher
- Teachers and SNAs will be on corridor duty on wet days

Expected Behaviour in the School Environment

- Safety procedures are in place in relation to physical distancing, hand hygiene and respiratory hygiene, see Covid-19 Statement and Response Plan for St Brigid's NS, Ballysax. All staff and students are expected to follow these procedures.
- Students in senior classes line up in designated areas on the back yard between 9am and 9.10am, at which stage they enter school with their teacher.

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- Students in junior classes line up in designated areas on the front yard between 9.15am and 9.20am, at which stage they enter school with their teacher.
- Each class has been allocated different entry and exit gates to school, different entry and exit doors to the school building.
- All pupils should be collected promptly at their designated time: Junior and Senior Infants, 2pm. 3rd & 4th Classes, 2.50pm. 1st, 2nd, 5th & 6th Classes, 3pm..
- All pupils are expected to wear their school uniform/tracksuits on designated days.
- All pupils are expected to be neat and tidy.
- Chewing gum and lollipops are not permitted in the school.
- All pupils are expected to walk in an orderly fashion in the school building.
- Pupils are expected to remain within school boundaries during school hours.
- Signed, written consent must be provided if a pupil is leaving school early or being dropped late e.g. due to dental appointment, medical appointment etc. The written consent must state who is assigned to collect the pupil. Parents/guardians must call to the school, follow safety procedures in line with the Covid-19 Response Plan and record pick up or drop off of child in the Sign Out/ Sign In Book.
- All reported accusations of bullying will be dealt with under the procedures laid out in the Anti-Bullying Policy. Bullying is repeated aggression – verbal, psychological, physical or emotional - conducted by an individual or a group against others.
- All pupils are expected to keep the school grounds neat and tidy and show respect for school property.
- Pupils are expected to treat the school environment with respect e.g. garden, basketball hoops, goal posts, flowerbeds, notice board etc
- While awaiting collection, pupils will show respect for the welfare and safety of themselves, other pupils, parents, teachers and members of the public.
- Pupils are not allowed to enter the staff car-park, climb on the fences, railings or walls.
- Pupils are not allowed to cycle or scoot in the school grounds on entry to and exit from school.
- All pupils are expected to leave school promptly at home-time.
- For safety reasons all parents will park in the designated areas and show respect for the welfare of pedestrians and motorists in the vicinity of the school.

Ladder of Intervention

As part of the whole-school approach, there is an agreed ladder of intervention to support positive behaviour and to respond to inappropriate behaviour.

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There are three levels at which intervention takes place, and these are:

1. Support for all
2. Support for some
3. Support for a minority of pupils.

These levels and the support at each level are outlined below.

<p>Support for All: Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour will be attended to routinely by the classroom teachers and yard duty teachers/SNAs</p>	
<p>Teacher Strategies</p>	<p>Responses to unacceptable behaviour include:</p>
<ul style="list-style-type: none"> • Class contract to be drawn up at the beginning of each year • Verbal praise and encouragement • Use of incentives eg. Golden Time, DOJO points, homework pass, reward charts, stickers, behaviour chart, An Leabhar Órga, certificates etc. • Non-verbal cues eg. Thumbs up, eye contact, etc. • Re-engagement strategies – eg reminders of expected behaviour • Warning of consequences • Use of restorative practice 	<ul style="list-style-type: none"> • Traffic light system/card system • Time out • Verbal warning • Communication with parents • Reflection sheet sent home to be signed by parent • Loss of privileges or responsibilities • Inform and liaise with principal • Appropriate records will be kept by the class teacher of behaviour that causes concern. • Accusations of bullying will be dealt with following the procedures laid out in the Anti-bullying policy. • If the pupil's behaviour does not improve after liaison between parents, teacher and principal, the matter will be brought to the attention of the Board of Management.

Support for Some: some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing behaviourally, socially and educationally.

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Teacher Strategies	Responses to unacceptable behaviour
<p>Strategies used in “support for all” as well as:</p> <ul style="list-style-type: none">• Referral to another teacher or adult who can work with the student• Referral to SET• Support from SNA• Setting targets for behaviour and monitoring the student in a supportive way• Behaviour contract• Individual reward chart• Home/school communication book• Social stories	<p>As above</p>

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<p>Support for small minority of students: A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.</p>	
Teacher Strategies	
<ul style="list-style-type: none">• Link with support services eg. SESS, NEPS, NCSE HSE (Speech and Language, OT, Psychological Services), CAMHS, TÚSLA etc.	As above

Record Keeping

It is very important that all incidents of poor behaviour are recorded and kept up to date. Patterns of poor behaviour can be spotted early and interventions (e.g. an Individual Behaviour Plan) can be put in place as soon as possible. To this end, every class has a filing cabinet which is kept locked for record keeping and the school administration system, Databiz, is also used to keep records of behaviour.

Suspensions and Expulsions

Suspensions

The Board of Management has the authority to suspend a student. The Principal has authority to suspend a student.

The suspension will be a proportionate response to the behaviour that is causing concern.

A student can be suspended if

- The students' behaviour has 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.

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- The student is responsible for serious damage to property.

Procedures in Respect of Suspensions (National Education Welfare Board Guidelines, 2008, p. 74)

- Fair procedures, as required by law, Education (*Welfare*) Act, 2000, will be followed when proposing to suspend a student.
- The student and the parents/guardians will be informed by phone or in writing of the complaint by the class teacher or Principal.
- The student and parent/guardian will be given an opportunity to respond before a decision is made or any sanction imposed.
- However, where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, of other students, staff or others there will be a preliminary investigation to establish the case for the imposition of a suspension. This will be followed by a formal investigation.
- The Principal will notify the parent/guardian and the student in writing of the decision to suspend.
- A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is necessary to achieve a particular objective. It will be referred to the Board of Management. The Board of Management will provide guidance to the Principal regarding suspensions lasting longer than three days.
- Suspension decisions made by the Principal can be appealed to the Board of Management.
- Suspension decisions made by the Board of Management can be appealed to the Patron.

Procedures in Respect of Expulsions (National Education Welfare Board Guidelines, 2008, p. 80)

- Fair procedures, as required by law, *Education (Welfare) Act 2000*, will be followed when proposing to expel a student.
- The Board of Management has the authority to expel a student in extreme cases of unacceptable behaviour.
- Prior to expulsion the school will have taken significant steps to address the misbehaviour and avoid the expulsion of the student. This includes meeting with parents/guardians and the student to try to find ways of helping the student change their behaviour and seeking the assistance of support agencies such as NEPS, HSE, NCSE etc
- However there may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled without taking steps to address the behaviour. This could include a serious threat of violence against another student or member of staff, actual violence or physical assault, supplying illegal drugs or sexual assault.
- Where a preliminary investigation confirms serious misbehaviour that could warrant expulsion a detailed investigation will be carried out under the direction of the Principal.
- Student and parents/guardians will be informed of the alleged behaviour and possible expulsion.
- Parents/guardians and student will be given an opportunity to respond.
- The Principal will make a recommendation of expulsion to the Board of Management.
- The Principal's recommendation will be considered and a hearing will be held.
- Where the Board is of the opinion that the student should be expelled the parents/guardians will be informed in writing.
- The Board of Management will inform the National Education Welfare Board to convene consultations to discuss an alternative sanction or to arrange alternative educational possibilities.
- If after twenty days the Board of Management remains of the view that the student should be expelled parents/guardians will be informed in writing that the expulsion will proceed.
- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29)
- An appeal may also be brought by the National Education Welfare Board on behalf of a student.

Success Criteria:

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Practical indicators of the success of the policy include:

1. A happy and caring school environment
2. Positive feedback from teachers, parents and pupils
3. Observation of behaviour in classrooms, corridor, outside –school activities and the playground.
- 4.

Reference to Other Relevant Policies in St. Brigid's NS

- Anti Bullying Policy
- Child Protection Policy
- Attendance Policy
- Homework Policy
- SPHE Policy
- Enrolment/Admissions Policy
- Health and Safety Statement
- Special Educational Needs Policy
- Acceptable Use / IT

Roles and responsibility:

The people who have particular responsibility for aspects of the policy are:

- Board of Management
- Principal and staff
- Parents
- Pupils

Review and Approval of the Code of Behaviour for St. Brigid's NS by the Board of Management

Signed Elizabeth Smith Chairperson, BOM

Date 12/10/2020

Review Scheduled for: 2022

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