

# Saint Helen's Junior School, Portmarnock, Co Dublin

Roll no. 19578P

## Code of Behaviour

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## 1. Introduction and Aims

### Introduction

St. Helen's Junior School's Code of Behaviour was formulated by the teaching staff, BOM and Parents Association. *This policy is to be seen in conjunction with other relevant policies including the Anti-Bullying Policy, the Health and Safety Statement, the Child Safeguarding Statement, the Data Protection Policy, and the Acceptable Use Policy.* Throughout the document the term 'parents' will refer to the child's legal parents or guardians.

The school's Code of Behaviour is fundamental in developing the ethos of the school. We aim to nurture each pupil to develop their potential in a caring environment where the talents of each pupil are valued. Pupils can best learn in an environment, which is positive, encouraging and respectful of each individual. The behaviour of adults in a pupil's life, including parents and teachers, has a significant influence on how a pupil acts. A high level of respect and cooperation between the BOM, teachers, SET, SNAs, ancillary staff, parents and pupils is needed for the code to be most effective. It is with the combined efforts of all parties, reinforcing and praising good behaviour and correcting misbehaviour, that we will ensure pupils will be self-disciplined and respectful towards each other and taught in a caring harmonious environment. The school endeavours to ensure that the individuality of each pupil attending the school is accommodated while acknowledging the right of each pupil to education in a relatively disruption-free, safe environment.

Under the Education Welfare Act, 2000, Section 23 (1) schools are obliged to prepare a Code of Behaviour in respect of the students registered at the school. It details in Section 23(2), that the Code of Behaviour shall specify:

- (a) the standards of behaviour that shall be observed by each student attending the school:
- (b) the measures that may be taken when a student fails or refuses to observe those standards:
- (c) the procedures to be followed before a student may be suspended or expelled from the school concerned:
- (d) the grounds for removing a suspension imposed in relation to a student: and
- (e) the procedures to be followed relating to notification of a pupil's absence from school.

### Aims

Our Code of Positive Behaviour aims to achieve the following:

**Harmony:** Good behaviour among our pupils means that learning can take place in an atmosphere of harmony in our school, where cooperation exists between pupils, teachers and parents.

**Respect:** In line with our mission statement, we aim to create good behaviour patterns based on consideration, respect, courtesy, tolerance and forgiveness of others. To recognise the differences between children and the need to accommodate these differences.

**Trust:** We expect to be able to trust our pupils with regard to their behaviour and to ensure the safety and well-being of all members of the school community.

**Understanding:** To assist pupils and parents in understanding the need and reason for rules of behaviour – namely, to foster an environment conducive to learning and development and for their own safety and well-being and that of all in the school community and to seek their cooperation in the application of these procedures.

**Responsibility:** To assist our pupils in gaining a sense of responsibility in terms of their own behaviour. Staff, parents and the BOM also have responsibility for upholding the Code of Positive Behaviour.

**Community awareness:** To help our pupils to become aware of their individual importance as part of their class and as part of the whole school community. Individual good behaviour has a positive effect on that community, just as individual misbehaviour can have a negative effect on all.

**Parental Support:** We rely on our parents to support the school's Code of Positive Behaviour and to help their children to uphold good standards of behaviour at school, just as at home.

**Consistency:** We will aim to ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.

## 2. Guidelines and Principles

In developing the code, consideration has been given to the particular needs and circumstances of our school. St. Helen's Junior School is a primary co-educational junior school. We cater for pupils from Junior Infants to Second Class. Our school incorporates classes for pupils with Autism consisting of a pre-school and two outreach classes.

### Guidelines for the Code of Behaviour are as follows:

- To ensure that the individuality of each pupil is accommodated while acknowledging the right of each pupil to education in a relatively disruption-free environment.
- To ensure that the school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results.
- To ensure that It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, pupils and parents. Where difficulties arise, parents will be contacted at an early stage.
- To ensure that the following are guidelines regarding behaviour that is expected from pupils:
  - a. Each pupil is expected to be well behaved and to show consideration for other pupils and adults in a respectful manner
  - b. Each pupil is expected to show respect for the property of the school, other pupils's belongings and their own belongings
  - c. Each pupil is expected to attend school on a regular basis and to be punctual
  - d. Each pupil is expected to do their best both in school and for homework

## 3. A Whole School Approach to the Code of Behaviour

The BOM 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 population when on yard duty or on an organised out-of-school activity.

In line with the school's policy to promote positive behaviour, the implementation of this code and the development of positive behaviour strategies will be reviewed regularly at staff meetings. As part of the induction of new staff members, teachers and SNA's will be given the relative staff Quick Guide and the Employee Safety Handbook (Peninsula). The Code of Behaviour will be available to the school community on the school website.

### **Role of BOM**

- The Board will ensure that an atmosphere of trust, respect and happiness pervades the school.
- The Board will provide a comfortable and safe environment.
- The Board will ensure that a clearly understood strategy to deal with unacceptable behaviour will be put in place.
- The Board will support staff in implementing the Code of Behaviour and in dealing with the pastoral care of children.
- The Board will support staff in developing a staged system of sanctions to change inappropriate behaviour will be put in place.
- The Board will support staff to ensure a system of record keeping is in place (Aladdin/Google Drive).
- The Board will ratify the Code of Behaviour.

### **Role of the Principal**

- The principal will promote a positive climate in the school
- The principal will ensure that the Code of Behaviour is implemented in a fair and consistent manner
- The principal will arrange for review of the Code of Behaviour, as required
- The principal will engage with the pupils referred to them for serious/gross misbehaviours (See Appendix 1 - Defining Misbehaviour) and for repeated incidents of minor misbehaviours.

### **Role of the Class Teacher**

- The teacher will create a happy, inclusive and respectful atmosphere in each class. All classes will be taught the programmes as per our SPHE policy.
- Teachers will support and implement the school's Code of Behaviour policy.
- Teachers will record all serious/gross incidents of misbehaviour (on Aladdin under the pupil's file) and keep the principal updated on the same.
- Teachers will monitor pupils who appear to have behavioural difficulties.
- Teachers will communicate with parents when necessary and provide reports on matters of mutual concern.
- Teachers will be courteous, consistent and fair, while recognising differences among pupils.
- Teachers will provide support for colleagues

### **Role of SET**

- The SET teacher will support the class teacher in implementing the schools Code of Behaviour
- The SET teacher will communicate effectively with parents where necessary.
- The SET teacher will devise behaviour plans in consultation with the class teacher, parents and other professionals.

### **Role of the Pupil**

- Pupils will be involved in creating their classroom rules with their teacher to be known as the Class Agreement.
- Pupils will follow school and classroom rules.
- Pupils will avoid all nasty remarks, bad language and name calling.
- Pupils will include others in their games and activities.
- Pupils will listen to their teacher and act on the instructions/ advice.
- Pupils will show respect for all members of the school community.
- Pupils will show respect for all school property and the property of other pupils.

- Pupils will be encouraged to report problems when the situation warrants it.

### **Role of Parents**

- Parents will educate their children to behave in an acceptable manner.
- Parents will impress on their children the need to respect the person and property of others.
- Parents will emphasise to their children the hurt caused by disrespectful behaviour.
- Parents will liaise with teachers and staff to help improve behaviour.
- Parents will ensure their child/children attend school regularly and punctually.
- Parents will be interested in, support and encourage their children's schoolwork.
- Parents will be familiar with the Code of Behaviour and support its implementation.
- Parents will cooperate with teachers in instances where their child's behaviour is causing difficulties for others.

## **4. Expectations and Standards of Behaviour**

The following is an outline of the procedures for the classroom, yard and general school environment that set a positive atmosphere in relation to pupil learning, behaviour and achievement. A list of minor/ serious/ gross misbehaviours can be found in Appendix 1.

### **General Behaviour**

- All interaction with others must be based on respect, trust, care and consideration.
- The SPHE programme reinforces these values and pupils are made aware that any form of bullying is an unacceptable form of behaviour.
- All forms of genuine bullying are investigated and procedures followed. (See Anti-Bullying Policy).

### **Approaching & Leaving School**

- Pupils are required to attend school regularly and to be on time for school each day.
- Pupils will be received by St. Helen's Junior school from 8:45 am. Arrival in class after 9:05 am can be disruptive.
- Pupils must use the footpaths and walk down the avenue.
- Pupils are not permitted to leave the school unless accompanied by an adult during school hours. If a pupil is being collected early by a parent, relative or childminder, the class teacher should be informed beforehand and the pupil should be signed out.

### **Bathrooms**

- Pupils should enter the toilet one at a time.
- Pupils should be regularly reminded of the need for personal hygiene and of the need to care for the toilet area. Inappropriate use of toilet equipment is not allowed (soap, toilet roll etc.)
- Pupils should use the bathroom before they go to the yard.

### **Classroom Behaviour**

A Class Agreement will be made at the start of each year where the pupils decide on forms of

acceptable and unacceptable behaviour in their class. The class teacher will distinguish between rules that involve good housekeeping (routine, effective organisation and management) and rules that relate to behaviour and learning.

#### General Classroom Expectations

- Pupils should remain seated whenever the teacher has to leave the room and they are being supervised by another teacher.
- Pupils should be encouraged to have good listening skills.
- Pupils should get permission to speak to teachers or other adults by raising their hands.
- Pupils should ensure that tables and floor area should be kept tidy at all times.
- Pupils should have respectful behaviour towards others at all times.
- Pupils should obey classroom rules at all times See Appendix 2

#### Ipads/IT Equipment

- Ipads and school equipment should be carefully handled and treated with care and respect.
- Ipads should be used in accordance with the Acceptable Usage Policy agreed by Parents, pupils, teachers and the BOM.
- Ipads and school equipment should never be near food or drink.
- Ipads should be used in a structured manner and a clear distinction should be made between equipment and materials which are available for “free-play” or recreational activities and those which are for use in learning situations.

#### Mobile Phones/Electronic Equipment e.g. camera watches

- Pupils are not permitted to have mobile phones or any electronic devices such as tablets/iPod/DS/smart watches on school property or at any school related event or between school drop-off and pick-up times. Such items will be confiscated and returned to the pupil’s parents only.

#### Outside of Class and Hallways

- Pupils are encouraged to show respect for other pupils and adults by use of good manners.
- Pupils should always proceed in a “líne” without talking, at a walking pace.
- Pupils should walk down the corridors in a mannerly & calm fashion, taking the shortest route.
- Pupils may be asked to bring a message to another classroom. When bringing a message to another classroom they should knock on the door and then enter the classroom. Do not wait for the door to be answered.
- Pupils should not open fire doors or exit doors. These must be opened, pinned back and closed by adults.
- Pupils should be encouraged to stand aside, when an adult is passing by.

#### PE

- Pupils should wear tracksuits and runners instead of uniform on PE & GAA days.
- Pupils should show respect & manners to visiting teachers/coaches etc.

### **School Tours or Outings:**

- Pupils taking part in school related activities off the school premises, such as educational outings & sports events are required to act responsibly, to listen to and obey the instructions of teachers, supervisors & guides, to be courteous to others and to respect property of others.
- Pupils are not permitted to have mobile phones or any electronic devices on school outings.

### **Uniforms**

- Pupils should wear school uniforms each day.
- Pupils should wear school tracksuits on P.E./G.A.A days.
- Pupils should put their names clearly on all items of uniforms, coats etc.

### **Visitors to Classroom**

- Pupils should greet adult visitors who enter classrooms in Irish and on departing the pupils should say "Slán leat agus Go raibh maith agat."
- Pupils should be properly behaved, silent and respectful, if a teacher is speaking to a visitor. Pupils should not be allowed to interrupt such conversations. (Only in exceptional circumstances).

### **Wet Yard Procedure**

- When the weather is wet the pupils will not go to the yard. They will be supervised in their classroom by a designated teacher.
- When the weather is wet at break time, pupils will not be permitted to leave their place unless directed to do so by the supervising teacher.

### **Yard**

- Pupils must not interfere with fencing or the gates surrounding the yard.
- Pupils must always ask permission of the teacher on duty to leave the yard.
- Pupils must run at a safe speed.
- Pupils must not be involved in rough play and games involving "chains" of pupils, cartwheels or "piggy-back" type activities.
- Pupils must not bring food into the school yard.
- Pupils must not kick, push, punch, pull or hit another pupil on purpose in the yard or at any time during the school day. Any behaviour which endangers oneself or others is not permitted.

### A simplified version of these expectations as communicated to the pupils:

- Kind hands and feet
- Kind words
- Respond to the 3 bells at the end of playtime

### Three Rings of the bell to finish each break-time

1. First Ringing -- pupils 'freeze' – no movement, no talk.
  2. Second Ringing – pupils walk to their line promptly.
  3. Third Ringing -- pupils cease talking and stand quietly in their line
- Pupils proceed in silence from the yard to their classroom and must resume their seats promptly.

## 5. Promoting Good Behaviour

In order to maximise the teaching and learning in a classroom all pupils are expected to cooperate with their teacher and their classmates. Positive reinforcement of good behaviours will be emphasised at all times. Rewards and sanctions may be used by teachers to promote good behaviour.

The following strategies will be used to show approval for acceptable behaviour and disapproval for unacceptable behaviour. See Appendix 3 Promoting Good Behaviour - Strategies.

- Staff at St. Helen's Junior school will promote good behaviour.
- Staff at St. Helen's Junior school will praise and encourage.
- Staff at St. Helen's Junior school will create the Class Agreement.
- Staff at St. Helen's Junior school will send pupils to the principal to acknowledge good work.
- Staff at St. Helen's Junior school will bring their classes to the Friendship Wall on regular occasions.
- Staff at St. Helen's Junior school will create links between school and home regarding the improvement in pupil behaviour/work.
- Staff at St. Helen's Junior school will give certificates of good behaviour.

### Use of Rewards

For all students, and especially those with additional needs, rewards will have an impact when it is closely linked to the behaviour that is being rewarded. Care is needed to ensure that rewards do not result in unhelpful competition or repeatedly rewarded to the same pupils. A class log should be kept to track who has received rewards.

- Reward systems should be meaningful to the individual. The student should understand what the reward is given for.
- Reward systems should be linked closely in time to that specific behaviour
- Reward systems should be given for effort and not only achievement
- Reward systems should be used consistently and by all staff

## 6. Responding to Inappropriate Behaviour

Serious misbehaviour can have damaging and long lasting effects including disruption of the student's own learning and the learning of others. When a student's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff. The relevant staff's discretion will play a role when inappropriate behaviour is being dealt with, as they will be fully aware of any special circumstances which should be considered when responding.

### **Three Levels of Misbehaviour are recognised: Minor, Serious and Gross.**

The degree of misbehaviour, i.e. minor, serious or gross, will be judged by the teachers (class teacher or those teachers on yard duty) and/or the principal, based on their professional opinion with regard to the gravity/frequency of such misbehaviour and the particular circumstances of the pupil. (See Appendix 1 for full list).

Everyday instances of minor misbehaviour are dealt with by the class teacher or the teacher who is supervising at break/yard time.

In cases of serious and gross misbehaviour, teachers should seek advice from the principal or deputy principal. Parents will be then contacted at an early stage and can be invited to meet the teacher and/or the principal to discuss their child's behaviour.

**Intervention:**

- Reasoning with the pupil
- Take a 'Good Friend Card' from the Friendship Wall
- Reprimand (including advice on how to improve)
- Loss of privileges (eg Golden Time)
- Temporary separation from peers, friends or others
- Refer the pupil to the principal
- Refer parents to the Code of Behaviour
- Implementation an Individual Behaviour Action Plan for the pupil (Appendix 4)
- A letter to parents regarding the School's Code of Behaviour (Appendix 5) will be sent home for serious misbehaviours, after a call has been made to parents and the letter has been signed by the principal.
- The parents will be requested to meet the teacher/principal to discuss matters relating to serious/gross misbehaviour
- Referral to the BOM
- In cases of continuous serious/gross misbehaviour, parents will be requested to meet with the Chairperson of the BOM
- Anticipation of suspension
- Suspension (temporary)
- Expulsion

These strategies are not necessarily listed in order of implementation. Any or many of these strategies may be used in isolation.

**Pupils with Additional Needs**

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with additional needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place, in consultation with parents, class teacher, special education teacher, other professionals (for example NEPS, or OT) and/or principal. The school recognises the variety of differences that exist between pupils and also the need to be tolerant and understanding of these differences. The school 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. The pupils in the class or school may be taught strategies to assist a pupil with additional needs, adhere to the rules and thus provide peer support (for example: modelling correct hanging up of coats, lining up and putting away work in class). This will be done in a supportive, age-appropriate and safe way, acknowledging and respecting individual differences in pupils.

**Managing Aggressive or Violent Misbehaviour**

Serious emotional and behavioural problems will be dealt with in conjunction with parents. There may be extreme incidents where aggressive or violent behaviours have to be managed. In such situations

the INTO publication, *Managing Challenging Behaviour: Guidelines for Teachers (2004)* will guide the school's response to such behaviours.

- Staff at St. Helen's Junior school may agree on an Individual Behaviour Action Plan (See Appendix 4) with parents so that consequences for good and bad behaviour are replicated at home and at school.
- Staff at St. Helen's Junior school may refer pupils who have emotional disturbances for psychological assessment.
- Staff at St. Helen's Junior school may seek appropriate support from professional services available to schools, e.g. HSE, NEPS, etc.
- Staff at St. Helen's Junior school will be made aware of Professional development, e.g. SESS, Colleges of Education, ICEP (ProfExcel) courses, Education Centres.
- Staff at St. Helen's Junior school may propose to include physical restraint as a strategy for dealing with violent or threatening behaviour, *Managing Challenging Behaviour - Guidelines for Teachers*, INTO 2004: 11 will be read and competent legal advice will be sought if necessary. A Care and Safety Plan will be drawn up with the support of parents and other professionals. (See the Behaviour of Concern Policy) Risk assessments will also be carried out.
- Staff at St. Helen's Junior school may consider further strategies necessary to deal with aggressive or violent behaviour in extreme cases. In such instances, the INTO (2004) "Managing Challenging Behaviour - Guidelines for Teachers" will be referred to.
- Staff at St. Helen's Junior school may, in the event of serious violent or threatening behaviour causing a risk to the safety of the pupil themselves or the safety of other pupils or staff, take extra steps e.g.
  - a. The pupil is sent home for the rest of the day (or for a number of days until agreement of appropriate behaviour is accepted by the pupil and parents). If a parent is unavailable, the pupil will be supervised outside of the classroom in a safe environment.
  - b. The pupil will be temporarily excluded from the classroom or school while consultation with SENO and/or EWO takes place about appropriate resourcing, alternative placement

## **7. Implementing the Code of Behaviour**

### **Communication between parents and the school**

Parents will be directed to the school website to read The Code of Behaviour before the pupils start school. The parents will be asked to confirm in writing that the code is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by their child. The school recognises that a good open relationship with mutual respect between parents and teachers is of vital importance in promoting the proper development of each pupil in the school. It is important that parents and teachers communicate in a friendly and open manner and always in an atmosphere of mutual respect. It is therefore requested that parents become familiar with the school's policy document in relation to discipline. They cooperate with the school with regard to the implementation of its policy on discipline and communicate regularly with the school about factors likely to affect the behaviour of their children in school.

## **Methods for recording breaches of behaviour (In line with The Data Protection Policy):**

### **In Class**

- When there is a breach of behaviour the pupil's parents will be contacted when a pupil is sent to the office for a second time for the same minor offence.
- When there is a breach of behaviour the principal will be informed of the same and of repeated misbehaviour episodes.
- When there is a breach of behaviour the class teacher will complete an Incident Report Form (Appendix 6) for gross and serious misbehaviours (See Appendix 1). This will be kept on the pupil's file and on Aladdin.
- When there is a breach of behaviour and the behaviour is deemed serious/gross, parents will be contacted immediately. A Parents interview form (Appendix 7) will be completed and kept on Aladdin.
- When there is repeated misbehaviour and in consultation with the principal and SEN team, more detailed record keeping may be required. The NCSE Recording Disruptive Behaviour Form and Frequency Chart can be used (See Appendix 8a and 8b).

### **In Yard**

- For Serious/gross misbehaviours (See Appendix 1) the following procedures will be followed:
  - When there is a serious/gross misbehaviour, the misbehaviour will be referred directly to the class teacher and the principal by the teacher on the yard.
  - When there is a serious/gross misbehaviour, the teacher on yard duty informs the class teacher or relevant SET teacher about the behaviour.
  - When there is a serious/gross misbehaviour, the teacher on the yard completes the Incident Report Form (See Appendix 6) and files it on Aladdin.
  - When there is a serious/gross misbehaviour, the class teacher or SET teacher will contact the parents and complete the Parent Interview Form (See Appendix 7).

### **The Procedures to be followed in relation to a pupil's absence from school**

- Parents are made aware of the terms of the Education Welfare Act and its implications regarding absences.
- Parents are requested to send in a note informing the teacher of their pupil's absence from school and the reason for this absence and other dates of absence.
- Parents are alerted automatically using the school's administrative student information system "Aladdin", when their child has missed ten days, followed by additional alerts when their child has missed fifteen and twenty days
- Parents are also made aware that, as per legal requirement of The Education Welfare Act 2000, TUSLA will be informed once a pupil over six years of age has missed twenty days of school.

## 8. Suspension and Expulsion

### Suspension/Expulsion Procedure

‘Access to education shapes the life chances of children and young people in a fundamental way. For this reason, a proposal to exclude a student, through suspension or expulsion, is a serious step warranted only by very serious misbehaviour’

NEWB Developing a Code of Behaviour: Guidelines for schools (2008), pg 66

The school should ensure that they have taken significant steps to address misbehaviour and avoid suspension and expulsion, including

- Meeting with the pupil’s parents
- Making sure the pupil understands the consequences of their behaviour relative to their developmental stage
- Seeking support from outside agencies
- Ensuring that all other reasonable possibilities have been tried (See Interventions in section 6)

In accordance with the revised practice of Boards of Management, the principal will report any and all serious and gross breaches of discipline to the BOM at scheduled board meetings

- Communication with parents will be verbal or by letter, depending on circumstances. The parents concerned will be invited to come to the school to discuss their child’s case. For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour towards a person will be regarded as serious or gross misbehaviour, depending on circumstances.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing or by telephone depending on the circumstances in question, to attend at the school to meet the Chairperson and principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 1 30 (5) of the Rules for National Schools. (amended as per circular 7/88 of the rules of National Schools)
- A preliminary investigation should be conducted to establish the case for the imposition of a suspension or expulsion
- Fair procedures have two essential parts: The right to be heard, and the right to impartiality. The principle of impartiality in decision making means that it is preferable that, where possible, the principal arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the principal. The principal is then free to take a view whether the child did engage in the behaviour and about the sanction, based on the report of the investigation. It is incumbent on the principal to ensure that the investigation has been fully and fairly conducted.
- Suspension or expulsion should be a proportional response to the behaviour causing concern.
- The suspension or expulsion of a pupil is a decision that will be made by the Board of Management. In the case of gross misbehaviour the Board of Management will authorise the

Chairperson or principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

- In circumstances of particular difficulty, school authorities may need to seek legal advice to support their decision making. (NEWB Guidelines Page 66, 67)
- Expulsion may be considered in an extreme case, in accordance with Rule 130 (6). (amended as per circular 7/88. Before expelling a pupil, the BOM – shall notify the local welfare Educational officer in writing in accordance with section 24 of the Education Welfare Act.) Arrangements will be made for children presenting with significant behaviour/ emotional needs to be referred for assessment by a NEPS psychologist. Help may also be sought from support services within the wider community eg. community care services provided by HSE.

## **Appeals**

- Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the BOM, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension of 20 school days or longer in any one school year
- Accordingly, the school should advise parents of this right of appeal and associated time frame if it has been decided to suspend or permanently exclude a pupil.
- Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or pupil

## **The Grounds for Removing a Suspension Imposed in Relation to a Pupil**

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school's Code of Behaviour 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.

Where a satisfactory resolution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the Chairperson of the BOM and the principal.

## **9. Conclusion**

St. Helen's Junior School promotes an environment where each pupil is valued and respected. We believe that the most effective schools are those where the parents and staff respect and support each other's roles in providing a safe, supportive and secure framework in which learning can occur. In providing such a setting, each pupil is given the opportunity of realising their full potential in a harmonious and respectful climate.

Parents of all incoming pupils must agree to abide by the Code of Behaviour as a condition of enrolment in the school.

This policy is available on the school website [www.sthelensjunior.com](http://www.sthelensjunior.com)

**Ratification**

This Code of Behaviour was reviewed by the teaching staff and the Parents' Association in March 2015 and sanctioned by the BOM in April 2015. This code is subject to revision at intervals with a review in process since January 2023 in consultation with the parents, teaching staff, SNAs, ancillary staff and the BOM. It was sanctioned again by the BOM in June 2023.

## 10. Glossary of Terms

BOM	Board of Management
ECSI	Education Support Centres Ireland
ELN	English Language Needs
EWO	Educational Welfare Officer
GAA	Gaelic Athletic Association
HSE	Health Service Executive
ICEPE	Institute of Child Education and Psychology (Europe)
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NEWB	National Education Welfare Board
OT	Occupational Therapist
PE	Physical Education
SLT	Speech and Language Therapists
SESS	Special Education Support Services
SEN	Special Educational Needs
SENO	Special Educational Needs Organiser
SET	Special Educational Team
SNA	Special Needs Assistant
SPHE	Social Personal and Health Education Curriculum

## **11. List of Appendices**

Appendix 1	Defining Misbehaviours (Minor, Serious, Gross)
Appendix 2	Classroom Rules
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## St Helen's Junior National School Code of Behaviour Appendix 1

### Defining Misbehaviours

#### Examples of Minor Misbehaviour include but are not limited to:

- Once off charging in the yard
- "Fighting games"/rough play /unintentional hurt to another pupil in the yard
- Not following rules/instructions
- Discourteous / unmannerly language or behaviour
- Taking items without asking permission
- Pushing in the Line
- Spitting
- Inappropriate kissing
- Running in the school building
- Interrupting class work
- Leaving assigned seat at inappropriate time
- Bringing electronic equipment or mobile-phones to school

#### Examples of Serious Misbehaviour include but are not limited to:

- Behaviour that is intentionally hurtful (including bullying, harassment, discrimination and victimisation)
- Unprovoked acts of aggression
- All minor misbehaviour when on a continuous basis
- Threats or physical hurt to another person
- Intentional biting of another pupil
- Bad/inappropriate language directed at someone
- Behaviour that interferes with teaching and learning
- Not working to full potential on a continual basis
- Damage to property
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission
- Recording a staff member or pupil without their permission

#### Examples of Gross Misbehaviour include but are not limited to:

- Assault on a teacher, staff member or pupil
- Bullying
- Serious damage to property
- Serious theft
- Repeated serious misbehaviour

## **St. Helen's Junior National School Code of Behaviour Appendix 2**

### **Classroom Rules**

- Listen
- Help others
- Take turns
- Tidy things away
- Raise your hand
- Share
- Say 'please' and 'thank you'
- Keep your hands to yourself
- Wash your hands
- Cover your mouth when you sneeze or cough

## St. Helen's Junior National School Code of Behaviour Appendix 3

### Promoting Good Behaviour - Strategies

#### Strategies for Individuals

- Singling out a 'Star Student' each day. This is a pupil who works hard and always gives his/her best in class. Sometimes this is a pupil who has improved in class, e.g. is a better listener, a better participant etc
- Singling out 'Gaeilgóir na Seachtaine' and this pupil brings home a special trophy for the week. Other teachers might give a Geailgóir na Seachtaine Certificate
- Singling out the 'Most Improved' pupil. This pupil receives a Certificate for his/her efforts
- Secret Star: Teacher picks a secret star each day. If they show positive behaviour their name is revealed and they win a sticker
- Class Dojo
- Student of the Week: A prize for the best behaved/most improved pupil
- Smiley face chart: each pupil has a smiley face chart. If they put a smile on the teacher's face during the school day they earn a smiley face. They cannot lose one.
- Behaviour diaries. This would be used when a pupil constantly misbehaves and none of the other class or individual strategies are working

#### Strategies for Whole Class/Groups

- Pupils are seated together to make a 'group' or 'table'. Each table is awarded a point by the teacher for good behaviour, for attentive listening and for observing the classroom rules. These points are added up at the end of the week and the winning table receives the 'Table of the Week'
- Sometimes the winning 'group' or 'table' receive stickers or a set of seat cushions for their chairs for the following week of school
  - a. The winning 'table' or 'group' may be allowed to line up first, or be the first to get their coats at yard time
  - b. The class teacher will praise and commend the winning 'Table' or 'Group' for working well together and for being 'Team Players'. This usually has a positive effect on the remaining 'Groups', as they too want to do well
  - c. Generally speaking, all 'Groups' or 'Tables' will get a turn at being awarded 'Table of the Week' in a given month
- NOISE: The letters NOISE are put on the board. The class loses letters if the room is too noisy/pupils aren't listening. If they lose three letters and are left with the word "NO", they don't win a star that day. The class collect stars to win a prize e.g. extra yard, school trip, iPad time
- Rocket Chart: the pupils must reach the top of the rocket for full Golden Time However they can also be moved down the rocket after two warnings have been given There would be a straight hop down for very poor behaviour

**St. Helen's Junior National School Code of Behaviour Appendix 4**

**Individual Behaviour Action Plan**

Student Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Plan Date: \_\_\_\_\_

Plan Review Date: \_\_\_\_\_

Positive Behaviour Supports/Interventions to be used:

<b>Target Behaviour</b>	<b>Outcome Desired</b>	<b>Support/ Intervention Used</b>	<b>Person Responsible</b>	<b>Progress</b>

**St. Helen's Junior National School Code of Behaviour Appendix 5**

**Letter to Parent Regarding the School's Code of Behaviour**

Dear Parent(s)/ Guardian(s),

Please talk to your child and remind him/her of the importance of keeping the following rule(s):

- Behaving in class
- Behaving in yard
- Not deliberately hurting others
- Listening and paying attention
- Having respect for all members of the school community
- Having respect for school property, their own belongings and others

Teacher's comments:

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Signed (Class Teacher): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Principal): \_\_\_\_\_ Date: \_\_\_\_\_

I have spoken to my child about the above rules and he/she promises to try harder.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**St. Helen's Junior National School Code of Behaviour Appendix 6**

**Incident Report Form**

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**Date of incident:**

**Name of Pupil:**

**Class:**

**Teacher:**

Names of all staff present

Names of witnesses

Circumstances in which the incident occurred

Description of injuries, if any

Procedures taken

Persons informed

**Signed** \_\_\_\_\_

**St. Helen's Junior National School Code of Behaviour Appendix 7**

**Parent Interview Form  
St Helen's Junior National School**

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Date:

Present at Interview
Reason for Interview
Matters Discussed
Decisions

Signed: \_\_\_\_\_

**St. Helen's Junior National School Code of Behaviour Appendix 8a  
RECORDING BEHAVIOUR OF CONCERN - FREQUENCY CHART**

**Task:** Input x each time the behaviour of concern occurs in each time slot. Tick 0 if it does not occur.

Pupil's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Recording Adult: \_\_\_\_\_

Behaviour to be Observed:

\_\_\_\_\_

Alternative Behaviour Sought:

\_\_\_\_\_

<b>TIME / LESSON (Use details below or edit)</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>e.g. 8:45 – 9.00 Entry to school / assembly</b>					
<b>9.00 – 9:30 Activity 1</b>					
<b>9.30 – 10.05 Lesson 2</b>					
<b>10.05 – 10.40 Lesson/ Activity 3</b>					
<b>10:40 and 10:45 – 11.00 Fruit Break / First Yard</b>					
<b>11.00 – 11.30 Activity/ Lesson 4</b>					
<b>11.30 – 12.00 Activity / Lesson 5</b>					
<b>12.30 / 12:40 -1pm Lunch and 2<sup>nd</sup> yard</b>					
<b>1.00 – 1.30 Lesson 5 Dismissal of Infants at 1:30</b>					
<b>1:30 – 2:25 Activity / Lesson 6/7</b>					
<b>2.25 Dismissal of 1<sup>st</sup>/2<sup>nd</sup> classes</b>					

**St. Helen's Junior National School Code of Behaviour Appendix 8b**

**RECORDING BEHAVIOUR OF CONCERN – SAMPLE COMPLETE FREQUENCY CHART**

**Task:** Input **x** each time the disruptive behaviour occurs in each time slot. Tick 0 if it does not occur.

Pupil's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Week of: \_\_\_\_\_

Recording Adult: \_\_\_\_\_

Behaviour to be observed: **Hitting, pushing, pinching, kicking or biting others or attempting to do so.**

<b>Date Time</b>	<b>Antecedent</b> Describe what was happening before the behaviour occurred.	<b>Behaviour</b> Describe what the student is actually doing. Describe where it occurred, who was in the room, and how long the incident lasted.	<b>Consequence</b> Describe what the adult / other students do. Describe how the student responds to this.