

# Scoil Chormaic

COMMUNITY NATIONAL SCHOOL

*SCOIL NÁISIÚNTA POBAIL*



Stephenstown, Balbriggan, Co. Dublin

*Baile Stiofán, Baile Brigín, Co. BÁC*

# Code of Positive Behaviour

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## Introductory Statement

Scoil Chormaic CNS was established in 2010 and it is now under the patronage of Dublin Dún Laoghaire Education and Training Board. Scoil Chormaic CNS Code of Positive Behaviour is the set of practices and procedures that we use to enhance the learning environment where pupils can make progress in all aspects of their development. Good behaviour is based on good relations between parents/guardians, pupils and the school.

In Scoil Chormaic CNS, we hope to foster this ideal co-operation with our parents/guardians. We will ask all parents/guardians to sign a code of behaviour as a commitment to helping their child to adhere to the school rules and engage in positive behaviour. We hope to adopt a Code of Positive Behaviour with emphasis on encouragement and reward so that positive behaviour can prevail in our school.

In the school year 2019-2020 we chose to look at behaviour as part of the School Self Evaluation Process. As part of this process, we did extensive research in the area of behaviour and have used the information we gathered in the writing of this policy

This policy was originally drawn up, and subsequently reviewed on a regular basis, by the principal, ISLT and classroom teachers. It was posted in draft format on the school website for consultation with the parents. It was then reviewed and ratified by the Chairperson of the Board of Management. There may be occasions where it is deemed necessary to review the Code of Positive Behaviour as situations arise. This is due to the developmental nature of the school.

### SSE: What we learned from our research

#### 1. Presentation from a staff member on Discipline for Learning from a local Post Primary School

- Looking at behaviour on three levels  
Level 1: Whole School: Teach expected behaviour. Consistency across the school on what and how the expectations and expected behaviours are taught  
Level 2: Targeted support: Focus on teaching of social skills and differentiate to address needs. Complete ABC analysis to gather information on function of behaviour.  
Level 3: More targeted support: Pupils may require 1:1 teaching on expectations of behaviour, managing emotions, emotional vocabulary and social skills. Pupils may need regular check ins with a support teacher.

#### 2. Academic Research

The SSE Team examined nine academic readings on the subject of behaviour in schools. The findings from these readings are as follows;

- Instructional methods are key– the importance of teaching expected behaviours
- Positive reinforcement is essential
- Focus on prevention
- Focus on training teachers
- The formation of a behaviour support team can assist in supporting pupils
- Maintaining a focus on academic achievement and supporting this through differentiation
- Communication with home can reinforce positive behaviour – notes home to families to communicate positive behaviour

- Consistency is key in the use of rewards and sanctions
- Three – tiered continuum of interventions can be effective
  - I. Primary prevention: Directed towards all pupils and involves school, family and community members. Teaching relevant social skills, expectations for behaviour and providing frequent positive reinforcement for expected behaviour
  - II. Secondary Prevention: Function based strategies that are applied for a small proportion of students who require more than primary support.
  - III. Tertiary Prevention: Highly individualised and intensive support for pupils whose behaviours are unresponsive to primary and secondary interventions
- Data should be collected at least quarterly in order to support a school in monitoring behaviour in the school
- Pupils should be explicitly taught expectations for behaviour inside and outside of the classroom
- Analysis of behaviour is essential
- The importance of Behaviour Specific Praise Statements - statements that refer specifically to the positive behaviour that is being displayed. The statement comprises of three elements, the pupil's name, praise and the reason the pupil is being praised.

### 3. Pupil Focus Groups

The SSE Team met with two pupils focus groups, one junior and one senior to discuss behaviour in the school. The groups discussed the current behaviour systems in place in the school and were asked to give their opinions on a variety of topics including the school rules, praise, rewards and sanctions.

- Overall, the pupils reported that they were happy with how behaviour was managed in the school and felt that they were treated fairly
- The pupils, particularly the senior pupils, supported the use of reflection sheets as part of a sanction for poor behaviour
- The senior pupils reported that they felt the rules were too childish for them

### 4. Parent Questionnaire

A Google Form was sent to all families to gather parental thoughts and experiences with the Code of Behaviour.

- Most parents were between familiar and very familiar with the Code of Behaviour
- A third of parents had not read the Code of Behaviour
- 60% of parents were familiar with the classroom steps in use
- 89% of parents were familiar with the school rules, with most parents stating that the school rules were effective – highly effective
- 65% of parents felt that the Code of Behaviour had been effectively communicated
- 94% of parents stated that they were happy with the procedures in the school Code of Behaviour
- Parents stated that they would like to see positive behaviour celebrated more

## **Rationale**

All schools have a responsibility to devise a Code of Behaviour to promote positive behaviour and to allow the school to function in an orderly and harmonious way.

The staff and management of Scoil Chormaic CNS acknowledge the importance of the promotion of positive behaviour to create a safe and effective school environment. Scoil

Chormaic CNS is a multi-denominational school which welcomes pupils from all backgrounds. Our school aims to provide a safe, happy and secure learning environment where all members of the school community work in partnership.

In light of the research conducted by the SSE Team, the school reviewed the Code of Behaviour, introducing a Code of Positive Behaviour to implement the recommendations from the presentation, research, focus groups and questionnaire.

## Context

Scoil Chormaic CNS moved to its permanent site in Stephenstown in January 2018. The school is on a shared campus with Bremore Educate Together Secondary School. We are a multidenominational, co-educational, vertical school with two special classes.

## Aim

Through the development and implementation of this Code of Positive Behaviour, Scoil Chormaic CNS aims to,

- Create a positive learning environment that encourages and reinforces good behaviour.
- Promote self-esteem and positive relationships.
- Create an atmosphere of respect, acceptance and consideration for others.
- Encourage consistency of response to both positive and challenging behaviour.
- Foster a sense of responsibility in pupils and to support good behaviour patterns based on consideration and respect for the rights of others.
- Facilitate the education and development of every pupil.
- Foster caring attitudes to one another.
- Ensure that the school's expectations and strategies are widely known and understood through the school website, availability of policies and open communication.
- Encourage the involvement of both home and school in the implementation of this policy.

All members of the school community are expected to familiarise themselves with the Code of Positive Behaviour, which is available to view on the school website.

## Promotion of Positive Behaviour

### Responsibility of adults in our school

The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other as their example has an important influence on the pupils.

As adults we should aim to:

- Create a positive climate with realistic expectations.

- Explicitly teach the expected behaviours in our school for classroom and non-classroom settings.
- Promote positive behaviour.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- Promote conflict resolution.
- Discourage physical aggression and promote the school rules.
- Communicate positive behaviour with home through the use of certificates, postcards/notes or Class Dojo (templates available in toolkit).
- Maintain a focus on academic achievement and differentiate as required.
- Collect data on incidences of misbehaviour (resources and templates available in toolkit)

### School Rules

These School Rules are taught in all classes throughout the school. They form the basis of our Code of Positive Behaviour.

- We listen
- We are gentle
- We are honest
- We are kind
- We work hard
- We look after property
- We are respectful
- We are responsible

These rules are displayed throughout the school

### Classroom Rules

At the beginning of each year, each class teacher may draw up a set of class rules with the pupils, based on the School Rules. Class rules should be agreed upon as a class and should be devised with regards to the health, safety and welfare of all members of the school community. All rules should emphasise positive behaviour (e.g. "Walk" and not "Don't run"). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual needs.

### Non-Classroom Area Rules

At the beginning of each year, the class teacher should also explicitly teach the rules for non-classroom areas in the school. These include,

- **The corridor**
  - We walk on the corridors
  - We walk in single file
  - We use a quiet voice
  - We are respectful of other classrooms
- **The library**
  - We are quiet in the library
  - We keep the library tidy
- **The playground/outdoor spaces**
  - We stay in our playground space

- We are careful of others
- We play gently
- We follow the instructions of the adults in the playground
  
- **The PE Hall**
  - We follow the instructions of the adults
  - We are careful with the PE equipment
  - We leave the PE Hall tidy when we are leaving

The rules for these areas will be displayed

### Rewards and Acknowledgement of Positive Behaviour

Staff at Scoil Chormaic CNS aim to help all pupils achieve their full potential. We use praise and reward systems to provide encouragement to all pupils to behave well and we place a strong emphasis on affirming positive behaviour. Reward systems vary from class to class and may change as the teacher deems appropriate throughout the year.

The following are some samples of how praise may be given:

- A quiet word or gesture to show approval
- A word of praise in front of a group or class
- A visit to another member of staff or to the principal for commendation
- Delegating a special responsibility or privilege
- A mention to a parent, written or verbal communication
- Certificate of reward awarded at class or school level

### Whole School Reward System

In Scoil Chormaic CNS we use a whole school reward system to promote positive behaviour throughout the school, to create bonds between class levels and to provide a sense of belonging outside of the regular class group. We have four group houses in our school, \_\_\_\_\_ . The pupils in each class are divided into four groups and each group belongs to a school house. Pupils have the opportunity to win points for their house through positive behaviour and at the end of each half term, the group with the highest points will get a group reward.

The following are some samples of when House Points may be given:

- A pupil is extra kind to another member of the school community
- A pupil makes an extra effort to participate in class discussion, group work
- A pupil achieves a goal or a target they had set
- A pupil makes an extra special effort to contribute to the class in some way
- A pupil goes above and beyond what is expected

### Preventing Concerning Behaviour

In an effort to prevent concerning behaviour, a three-tiered proactive system for supporting pupils to display positive behaviour will be used

**Tier 1:** Primary Prevention for all:



Behaviour expectations will be explicitly taught by the class teacher at the beginning of the school year and regularly revised through the SPHE programme. Positive behaviour will also be taught during the 10week Restorative Practice Programme for pupils. Teachers will focus on relationship building between pupils and between staff and pupils using Restorative Practice. Pupils will be taught relevant social skills, be provided with regular positive reinforcement for expected behaviour and learning environments that discourage inappropriate behaviour will be emphasised.

**Tier 2:** Secondary Prevention for some:

Tier two supports are low to moderate intensity supports which comprise of strategies that are applied to a relatively small proportion of pupils who may require more than primary prevention support. These supports usually involve more adult support and monitoring and may involve small group teaching of expected behaviours, social skills and social and emotional language.

**Tier 3:** Tertiary Prevention for a few:

Tier 3 support involves highly individualised support for pupils whose behaviours are unresponsive to primary and secondary interventions. The pupil may need regular check ins with an assigned teacher and 1:1 teaching time to explicitly teach expected behaviours, social skills, conflict resolution skills, friendship skills and social and emotional vocabulary.

## Managing of Concerning Behaviour

### Conflict Resolution

In our school we aim to take a restorative approach towards resolving conflict. Restorative Practice is new to our school, with staff engaging in initial training in the 2019/2020 school year and further training is planned for the 2021/2022 school year. Staff will have access to an online site of resources for Restorative Practice. Pupils will engage in 10 weeks of lessons on Restorative Practice.

Within the restorative practice framework, the emphasis is on restoring relationships rather than on exacting punishments. The building, nurturing and repairing of relationships is key in supporting learners in schools. Restorative Practice focuses on finding an acceptable way forward for all of the parties involved in a dispute.

We use the following approaches to resolving conflict:

#### 1. Use restorative practice questions/ Mediation

Restorative Questions 1

*To respond to challenging behaviour:*

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?
- What has been the hardest thing for you?

#### 2. Negotiation:

The pupils are taught the skills needed to negotiate with others in times of conflict.

We teach the pupils to clearly communicate if another pupil is behaving in a way that

is upsetting them. The pupils are taught to say “Stop” if someone is annoying or upsetting them. Through the SPHE programme, pupils are also taught to “Say No, Get Away and Tell” if they find themselves in a conflict situation.

### **3. Arbitration:**

Unfortunately, not all conflicts are resolved through mediation and negotiation. Sometimes conflicts are resolved through arbitration where the teacher or principal intervenes and decides whether sanctions are necessary to end a conflict.

### **Unacceptable Behaviour:**

Three levels of misbehaviour are recognised: minor, serious and gross. All everyday incidents of a minor nature are dealt with by the class teacher, or other supervising teacher at break-times. In cases of serious misbehaviour, the pupil is referred to the ISLT member assigned to the class level to discuss their behaviour. In cases of repeated serious misbehaviour or single incidents of gross misbehaviour parents/guardians will be involved and invited to meet with the teacher and principal to discuss the pupil's behaviour.

Examples of minor misbehaviour, which will normally be dealt with by the class teacher, include:

- Not following instructions
- Engaging in behaviour that interferes with teaching and learning
- Inappropriate responses to teacher correction e.g., ignoring, back answering etc.
- Bringing in chewing gum
- Bringing in a mobile phone
- Running and/or being boisterous in the school corridor and/or classroom
- Homework not submitted
- Poor attitude and/or not paying attention

Examples of serious misbehaviour, which will normally be dealt with by an ISLT member / Behaviour Team member (including informing parents/guardians) include:

- Behaviour that is intentionally hurtful to another student or a member of staff
- Threats of physical hurt to another person
- Damage to property
- The use of electronic equipment or mobile-phones in school
- Continued and repetitive inappropriate responses to teacher correction
- Throwing items around the classroom in an aggressive way
- Identity-based name calling that is used in pejorative way
- Touching another child or adult in a way that is hurtful or makes them uncomfortable
- Using disrespectful ways of resolving conflicts and difficulties

Examples of gross misbehaviour, which will normally be dealt with by an ISLT member / Behaviour Team member and the school principal (including informing parents/guardians) include:

- \_\_\_ Assault on a teacher or pupil
- \_\_\_ Aggressive, threatening, violent or sexual behaviour towards a staff member or pupil
- \_\_\_ Serious damage to property
- \_\_\_ Bringing dangerous equipment to school
- \_\_\_ Leaving the classroom/school/school activities without permission
- \_\_\_ Bullying/cyber-bullying
- \_\_\_ Carrying drugs, alcohol, cigarettes
- \_\_\_ Posting or endorsing comment online about any member of the school community
- Sending group text messages or group private messages which are hurtful to another pupil or staff member

- Persistent cause of significant disruption to the learning of others or to the teaching process

The above is not an exhaustive list of examples of minor, serious and gross misbehaviours. The teacher, ISLT member and/or Principal will have the ultimate authority on what constitutes a misbehaviour and how a misbehaviour is classified.

### **Managing Poor Behaviour:**

All members of staff have a shared responsibility in operating the school's Code of Positive Behaviour. Visiting staff are expected to abide by Scoil Chormaic's Code of Positive Behaviour and are also asked to familiarise themselves with the School's Anti - Bullying, Anti - Racism and Equality Policies.

The staff member who has dealt with or observed a concerning behaviour will communicate incidents of notable concern to the class teacher. Interventions are used in the school as part of a plan to change behaviour and are used as part of a wider plan to help the pupil learn. Interventions are used in a respectful way that helps the pupils to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

Teachers are aware that interventions should

- Diffuse and not escalate the situation
- Preserve the dignity of all parties
- Be applied in a fair and consistent way
- Be restorative
- Be timely

The class teacher deals with most incidents of concern. Pupils may receive a chance to correct the concerning behaviour with the help of the teacher. A variety of different interventions/strategies may be used:

- Initially ignoring concerning behaviour and praising positive behaviour
- Gentle reminder of the rules
- Talking to the student, using restorative questions
- Move place/seat in class
- Time out, students will be asked to move to another area of the classroom or sit on their own
- Time out, in another classroom
- Reflection sheet, using restorative questions

When investigating an incident or resolving an incident that has taken place, the teacher should have a restorative conversation with the pupil(s). With regards to the outcome, the teacher will consider whether a punitive response is necessary after the conversation has taken place. The final stage of the Restorative Conversation asks "what should happen next?". During this stage of the conversation, the pupil may suggest what they feel should happen in order for them to make amends. This may be appropriate and sufficient; however, the staff member will make the final decision in this.

### **More serious interventions/strategies may include:**

- Being referred to an ISLT member, Behaviour Team member and/or School Principal to discuss behaviour
- Reflection sheet with restorative questions to be completed at home and signed by parent/guardian
- Restorative Practice (bigger discussion)

- Phone call home
- Pupil may be sent home from school
- Suspension

### **Continued Concerning Behaviour:**

If a pupil is showing continued concerning behaviour or engages in a once off incident of Gross Misbehaviour the following steps may be taken:

- Pupil is referred to the ISLT member / Behaviour Team member for class level and School Principal
- Class teacher meets with the ISLT / Behaviour Team member and/or School Principal to discuss behaviour incidents
- An Individual Behaviour Plan may be put in place for the pupil
- A meeting will be held between the relevant staff, parents/guardians of the pupil and the pupil to discuss the behaviour and the Individual Behaviour Plan.

### **Crisis Prevention:**

The staff of Scoil Chormaic CNS have completed CPI Safety Intervention Training which provides staff with the skills to build an effective culture of safety within Scoil Chormaic CNS. The training is a safe, non-harmful behaviour management system, designed to help professionals in our school provide the best care, welfare, safety and security for pupils who present with a range of crisis behaviours. The focus of the programme is to build the knowledge and skills staff need to be able to recognise and manage crisis behaviours which we may encounter in our school. The objectives of the programme include the following:

- Identifying and knowing how to respond to various levels of crisis behaviours
- Recognise how to manage our own consistent, calm behaviour in order to ensure a positive outcome in a crisis situation
- Learning strategies to strengthen non-verbal communication
- Develop limit-setting strategies when verbally intervening to de-escalate defensive behaviours
- Learn safety interventions to maximise safety and minimise harm
- Explore the Decision-Making Matrix when assessing Risk Behaviour
- Demonstrate and practise non-restrictive and restrictive interventions
- Explore a framework to help guide staff and the individuals in distress through a process of re-establishing the relationship

When crisis events cannot be avoided, the CPI Safety Intervention Training ensures that staff continue to maintain a trauma-sensitive approach. Our aim is to approach all crisis situations with verbal interventions as our first priority and then move to safety interventions if required. Our primary goal is always to maintain every individual's Care, Welfare, Safety and Security. Should an individual continue to engage in unsafe behaviours, staff will move to non-restrictive and then resort to restrictive interventions only if necessary.

When engaging with CPI Safety Interventions, our aim is to always to use our skills to:

- allow the individual to move safely and if necessary, bring them to a safe place where they can express their emotions
- hold the individual for the shortest time possible
- to keep the individual, staff and other students safe

CPI Safety Interventions justifies the use of restrictive interventions under the following circumstances:

- when an individual poses significant risk to themselves
- when an individual poses significant risk to others
- when an individual causes damage to property that may result in significant risk of harm to others

A key feature of the CPI Safety Interventions Training is strategies for interacting with the distressed individual post-crisis. The staff use the Coping Model which is a framework to help guide staff and the individuals in distress through the process of establishing Therapeutic Rapport after a crisis. It is essential to re-establish the relationship with the student to create a sense of calm and safety for all involved in a crisis.

### **Recording Behaviour:**

In Scoil Chormaic CNS, we maintain strict record keeping measures to ensure the safety and appropriate management of behaviour in our school. The following measures are used to ensure this happens,

- Incidents on the playground: Each staff member on the playground has the responsibility to record any incidents relating to the inappropriate behaviour of pupil(s) using a behaviour slip from their playground supervision pack. This slip should be stored in the pupil's class file.
- Incidents that take place in the classroom: Classroom incidents of misbehaviour should be recorded and stored in the pupil's class file.

### **Individual Behaviour Plans:**

If a pupil is not responding positively to class supports in relation to their behaviour, the class teacher, supporting ISLT member and School Principal will begin the process of introducing an Individual Behaviour Plan for the pupil. This will be a personalised plan to meet the needs of the individual pupil and will be formulated in conjunction with the parents/guardians and the pupil. Individual Behaviour Plans will be reviewed after an agreed period of time.

In the event that an Individual Behaviour Plan is put in place and there is no marked improvement in the pupil's behaviour, the following steps will be taken:

- The teacher and principal will meet the pupil's parents/guardians again and the plan will be revised. There will be regular communication between school and home regarding the pupil's behaviour.
- The school reserves the right to arrange a meeting with the parents/guardians of a pupil at any time, should the pupil's behaviour be deemed unacceptable
- If a parent/guardian refuses to meet with the class teacher and the School Principal, the issue will be referred to the Board of Management and will be regarded as a serious breach of cooperation in our Code of Positive Behaviour.

### **Field Trips:**

If a pupil's behaviour is considered to be a health and safety risk to themselves or others, they will not be permitted to go on field trips. In addition to this, pupils who engage in continuous misbehaviour may not be permitted to go on field trips.

## **Suspension and Expulsion**

### **Suspension:**

For gross misbehaviour or repeated incidents of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour towards a staff member or a pupil

will be regarded as serious or gross misbehaviour. Parents/Guardians concerned will be invited to the school to discuss their child's case.

The Board of Management has authorised the principal to sanction a suspension for a period not exceeding three school days. Where possible, the school will give reasonable notice to parents/guardians of the suspension. In the case of an immediate suspension, parents will be notified and arrangements made for the pupil to be collected. Where an immediate suspension is considered by the principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension.

Where there are repeated instances of serious misbehaviour or in the case of gross misbehaviour, the Board of Management may sanction a suspension of up to 5 days.

Prior to any suspension, where possible, the principal will review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. Procedures for suspension will be followed according to the national guidelines Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, p.66-68 and p.70-78.

The Education Welfare Officer will be informed if a child is suspended for a period of 6 school days in a row and/or if a child has been suspended for an aggregate of 20 days in a school year.

When a child is suspended from school their parents/guardians will receive written notification confirming;

- The period of suspension and dates.
- Reasons for suspension.
- Any programme to be followed by the pupil
- Arrangements for returning to school including any commitments to be entered into by the pupils and parents.
- Provision of appeal to the BOM
- Notification of right to Section 29 appeal if total number of days suspension exceed 20.

### **Removal of Suspension:**

Following a period of suspension, a meeting will be held between the principal, relevant staff, parent(s)/guardian(s) and pupil. The purpose of this meeting is to ensure the successful reintegration of the pupil to the school and provide supports where needed. The parent/guardian must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The relevant teacher will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### **Expulsion:**

Expulsion may be considered in an extreme case of gross misbehaviour or in the event of repeated suspensions, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board of Management shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act. Procedures for expulsion will be followed according to the national guidelines



Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, p.66-68 and p.70-78.

Grounds for expulsion include but are not limited to the following:

- behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the continued presence of the pupil constitutes a real and significant threat to the safety of the staff, pupils, child themselves or others
- where the pupil is responsible for serious damage of property
- repeated offences of above behaviour.

The difference between behaviours that warrant suspension and expulsion are

- the degree of seriousness and persistence of behaviour.
- where an expulsion is considered a series of interventions will have been attempted by the school.
- all possibilities within the power of the school of changing the child's behaviour will have been exhausted (with the exception of cases warranting automatic expulsion).

The BOM may automatically expel a pupil for the following prescribed behaviours or in exceptional cases for a first offence, including;

- sexual assault
- possessing illegal drugs/ selling illegal drugs to other pupils
- actual violence or physical assault
- serious threat of violence against another pupil or member of staff

The following procedures in respect for expulsion will be followed.

- a detailed investigation will be carried out under the direction of the principal
- recommendation by the principal to expel the child will be given to the BOM
- the BOM will consider the principal's recommendation and will hold a hearing
- the BOM will decide whether or not expulsion is appropriate
- the EWO (Educational Welfare officer) will be informed and there will be a 20 day cooling off period after which a confirmation or otherwise of the decision to expel will be decided

Scoil Chormaic CNS takes every opportunity to work with pupils and parents in early intervention. The school also will provide where relevant the necessary information to support a referral for a professional

## **Pupils with Special Needs**

All pupils are required to comply with the code of behaviour. However, the school recognises that pupils with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, SEN teacher and principal where relevant. The school will work closely with parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be analysed and sought if appropriate.

Peer support may be used in certain circumstances. This is when the pupils in the class or school are taught strategies to assist a pupil with special needs adhere to the rules. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

## Communication with Parents/Guardians

Communicating with parents/guardians is central to maintaining a positive approach to dealing with pupils. Parents/guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Parents/guardians are encouraged to talk in confidence to teachers about any significant developments in a pupil's life (in the past or present), which may affect the pupil's behaviour. This communication should be in keeping with the school's communications policy.

The Code of Positive Behaviour will be made available to all families on the school website (Aladdin alert / text link will be sent to all families) and the policy will also be sent as a PDF via Class Dojo. Information about Restorative Practice will be shared with families in the 2021/2022 school year and a training session for parents will be made available.

## Success criteria

This policy will be deemed to have been successful if:

- Implementation of the Code of Positive Behaviour is clear and consistent
- The pupils have a safe, secure and positive learning environment
- Pupils engage with the Code of Positive Behaviour and positive behaviour prevails in the school
- Communication between school and home takes place successfully on a regular basis and is positive and contributes to pupil progress, success and wellbeing at school.

## Implementation

### Roles and responsibilities

#### **Board of Management:**

The overall responsibility for ensuring that a Code of Positive Behaviour is in place rests with the school management. Management should make sure that all members of the school community have the opportunity to be involved in work on the Code of Positive Behaviour. The Board of Management should formally record the adoption of the Code of Positive Behaviour, the commencement date and decisions about when the code will be reviewed. Management will support the staff in implementing the Code of Positive Behaviour, such as opportunities for staff development. Management will also carry out procedures that are in place to deal with serious misbehaviour. The school manager will carry out the duties of the boards of management until the establishment of such.

#### **Staff:**

It is the responsibility of staff as a whole to know, understand and respect the school's Code of Positive Behaviour. Teachers will work with the principal and colleagues to foster an



awareness and understanding of the code, within the school community, and a consistency in its implementation to create a safe working environment for each pupil.

This Code of Positive Behaviour is on the agenda of the September staff meeting every year. This familiarises new staff members with the policy in place in the school and allows for review of the policy. This code will be available for viewing on the school website and staff drive. Hard copies are kept in the Principal's office, Deputy Principal's office and Secretary's office

### **Parents:**

Parents are involved in a consultative process regarding the Code of Positive Behaviour. This will involve a review of the policy on a regular basis. It will be brought to parents' attention that this policy is available to be viewed on the school website.

- Parents are expected to ensure their children attend school regularly and punctually;
- Parents are expected to encourage their children to do their best and to take responsibility for their work and actions;
- Parents are expected to make themselves aware of and co-operate with the school's rules and system of rewards and sanctions;
- Parents are expected to attend meetings at the school if requested.
- In the instance where parents are not fulfilling their duties the school will continue to proceed to the more serious sanctions listed in the Code of Positive Behaviour

### **Pupils:**

- Know, understand and respect the school's Code of Positive Behaviour and follow the school rules.
- Attend school regularly and punctually.
- Interact with other pupils and staff respectfully.
- Listen to their teachers and follow teacher instruction.
- Show respect, kindness and empathy for all members of the school community
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.

### **Timeframe**

This policy has been revised in the 2020-2021 school year. It will be implemented in its entirety once agreed by the Board of Management.

### **Resources**

A toolkit of resources will be made available to staff in order to assist them in promoting positive behaviour.

### **Monitoring**

Implementation of the policy will be monitored by the Principal and ISLT.

### **Review**

This policy will be reviewed biannually, or earlier, where deemed necessary.

## Ratification and communication

This policy has been communicated directly to staff in the course of staff meeting, and will be made available electronically. A hard copy will be available alongside other school policies. Parents have access to the Code of Positive Behaviour on the school website.

Signed by

\_\_\_\_\_  
Chairperson of the Board of Management

\_\_\_\_\_  
Principal of Scoil Chormaic CNS

## Parental / Guardian Agreement

I \_\_\_\_\_ have read this Code of Positive  
(Name of Parent/Guardian)

Behaviour and understand its contents.

I agree to abide by its contents and procedures laid out and to ensure that

my child, \_\_\_\_\_ does likewise.

(Name of Pupil)

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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