



Lisnagry National School

Code of Behaviour

Table of Contents

1. Introduction	p.3
2. Policy Formation.....	p.3
3. Aims and Objectives	p.4
4. Whole School Approach.....	p.4
5. Standard of Behaviour.....	p.4
6. Roles and Responsibilities in implementing Code of Behaviour: BOM, Principal, Staff, Parents.....	p.5-7
7. General School Behaviour Expectations.....	p.7-11
8. In the Interest of Safety.....	p.11
9. Promoting Positive Behaviour in School	p.11
10. Students with Special Needs.....	p.12
11. Inappropriate Behaviour.....	p.12
• Level 1 Behaviours.....	p.13
• Level 1 Support Interventions.....	p.14
• Level 2 Behaviours.....	p.14
• Level 2 Support Interventions.....	p.15
• Level 3 Behaviours.....	p.15
• Level 3 Disciplinary Actions and Supportive Interventions	p.16
12. Record Keeping.....	p.16
13. Procedures for dealing with Suspensions and Expulsions.....	p.16-22
14. Anti-Bullying Policy (REF).....	p.22
15. Ratification and Communication.....	p.23

1. Introduction

It is the aim of Lisnagry National School to provide a happy, caring and safe atmosphere in which all members of the school community can grow as people and ensure optimal conditions for teaching and learning as outlined in our schools mission statement. We strive to create an environment, which assists self-development and self-discipline.

The staff recognise the importance of working in partnership with students and parents in preventing and dealing with unacceptable behaviour in our school. In doing this, students are encouraged to recognise their right to be educated in a safe and secure environment. They are also encouraged to recognise the right of others to be treated with respect and tolerance. In our school, disciplinary decisions are taken in a spirit of concern for the individual and the welfare of other students. The school's ethos concentrates on the development of the student spiritually, emotionally, mentally and physically. This Code of Behaviour is knowledge and practice based, designed to support the school's ethos.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Lisnagry N.S. has prepared and made available a Code of Behaviour for its students, staff and parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each student attending the school;
2. Roles and responsibilities of those involved in implementing the Code of Behaviour.
3. The general school behaviour expectations and expectations regarding general school behaviour.
4. The whole school approach in promoting positive behaviour;
5. How the Code of Behaviour may be adapted for those students with SEN.
6. The measures that shall be taken when a student fails or refuses to observe those standards;
7. The procedures to be followed before a student may be suspended or expelled from the school
8. The grounds for removing a suspension imposed in relation to a student
9. The school's Anti-Bullying Policy
10. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Lisnagry N.S. has been developed in accordance with *"Developing a Code of Behaviour: Guidelines for Schools" National Educational Welfare Board, 2008.*

2 Policy Formation

In formulating this policy the following steps were taken:

1. Parents and staff were invited to make submissions on the content of the initial draft Code of Behaviour.
2. Class teachers discussed the topic of 'rules' with their classes and submitted a list of students suggestions.
3. The initial draft of the Code of Behaviour was reviewed and where appropriate amended.
4. The finalised draft of the policy was submitted for the Patron's Approval.

3. Aims and Objectives

- To create a happy, secure environment for all our students, within which there is a sense of good order, effective teaching and an agreed approach to discipline
- To place an emphasis on the positive. At all times we would stress that it is the undesirable behaviour and not the student, which is being rejected.
- To foster relationships built on trust between students, teachers and all members of the school community
- To nurture and appreciate the individuality of each child through a policy promoting mutual respect for all
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To enable teachers to teach, hand in hand with the children's right to an education in a disruption free environment
- To ensure the safety and wellbeing of all members of the school community
- To communicate clearly to school staff, parents and students the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

4. Whole School Approach

The school climate, values, policies, practices and relationships must support the Code of Behaviour. The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

The overall responsibility for maintaining discipline within the school rests with the Principal Teacher. It is the responsibility of school management to ensure that all members of staff use agreed sanctions in a consistent way. This removes subjectivity and helps to ensure fairness. It is the parents' responsibility however, to uphold and support the schools Code of Behaviour. Each teacher has responsibility for the maintenance of discipline within their own classroom.

5. Standard of Behaviour

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify "the standards of behaviour that shall be observed by each student attending the school". The school recognises that there are times and factors in a child's life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour may be accommodated as a result. If the school is to achieve a happy, secure environment in which students can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each student is accommodated while acknowledging the right of each student to an education in a relatively undistruptive environment. The Board of Management, Principal and teachers have a duty to ensure that a fair Code of Behaviour is in place and is applied to all students in Lisnagry N.S. The school code places a greater emphasis on rewards than on sanctions, and the ideal is that students will acquire self-discipline. There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage unacceptable behaviour.

In compliance with Section 23 (4) of the Education Act, prior to registering a student, parents/guardians will be issued with a copy of the school's Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school's policy '*and that they shall make all reasonable efforts to ensure compliance with such code*'.

School rules are devised with regard for the health, safety and welfare of all members of the school. Each teacher will develop their own classroom rules in consultation with the students.

6. Roles and Responsibilities in Implementing Code of Behaviour

Every member of the school community has a role to play in the implementation of this Code of Behaviour. Emphasis is on a holistic, preventative approach which involves all partners (BOM, staff, parents and students) in the school community in understanding, drafting and implementing the schools Code of Behaviour.

Board of Management

The Board of Management ensures that the entire school community is involved in the development, implementation and review of the schools Code of Behaviour. The BOM provides a comfortable, safe learning environment conducive to supporting positive behaviour. It supports the principal, staff and parents in implementing Code of Behaviour by providing opportunities for:

- Staff to deepen their understanding of the factors that effect behaviour and help children to change behaviour.
- Dialogue amongst staff about the nature of behaviour, as a basis of a whole school approach to promoting good behaviour and responding to unacceptable behaviour.
- Exploring ways of helping parents to understand how they can help children to behave and learn well at school.
- Finding ways of helping children to understand their own behaviour, the reasons for it and ways they can manage their behaviour and relationships.

The Principal

Positive and supportive leadership from the Principal promotes successful implementation of the Code of Behaviour across the school community. The Principal will:

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code of Behaviour, as required.

Staff Members

Staff member, supported by the Board of Management, adopt a positive approach to discipline within the school.

- At the beginning of each school year, all teachers will discuss the Code of Behaviour and devise a set of positive class rules. These are revised at regular intervals throughout the year. Expectations for behaviour, class routines and boundaries are established and clearly communicated.
- The school's Social Personal and Health Education (SPHE) curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self esteem and to help children accommodate differences and develop citizenship.

- A positive and consistent approach will be adopted by all staff to rewards and sanctions.
- The staff will ensure they communicate to parents/guardians any concerns in relation to their child's behaviour and wellbeing.
- Keep children actively involved in their learning, vary teaching methodologies, e.g. mixture of whole class collaboration, group work, pair work and individual work with the focus on playful and engaging learning experiences.
- Ensure smooth transition between subjects and classroom ensuring time for movement and regulation breaks using Go Noodle, Bizzzy Bodies, Brain Breaks.
- Enforce classroom rules promptly, consistently and equitably.
- Explain the connection between a child's behaviour and its consequences.
- Behaviour concerns may be brought to the attention of the students in class situations by the Principal or teacher. Similar information may be conveyed to parents in person, by phone, or a note home, or a message via Aladdin.

Parents

Parents are consulted and involved in drafting and reviewing the schools Code of Behaviour. As part of the preventative nature of the schools approach to positive behaviour, parents are informed at the earliest opportunity where their child's behaviour is deemed to be unsafe and inappropriate. Parents support is vital for the promotion of positive behaviour and the maintenance of high standards of behaviour in helping to shape their children's attitudes. The school therefore, requests that parents:

- Read this policy and share the contents with their children
- Give supportive co-operation to school staff in the interest and benefit of their children.
- Co-operate with the schools system of rewards and sanctions.
- Ensure children are punctual and collected on time.
- Ensure children's attendance is regular.
- Give an explanation prior to a pre-arranged absence or following a child's absence. This explanation may also given in writing or email via Aladdin to the school office.
- Discuss any issues, other than minor matters, at mutually agreed pre-arranged meetings.
- Attend parent/guardian teacher meetings as necessary.
- Communicate any issue, which troubles you or your child at an early stage.
- Ensure that the school class WhatsApp group is not used to air any concerns or grievances about the school, teaching staff, teaching methods or school policy. Please deal with the teacher directly if you have any issues. Messages posted on school WhatsApp class groups should always be respectful in language and tone.
- Help children with homework, ensuring that it is completed.
- Ensure children have an adequate lunch in accordance with the schools Healthy Eating Policy.
- Ensure children wear their school uniform.
- Ensure children adhere to school policy on the use of mobile phones.
- Be respectful of live classes at infant pick up times.
- Monitor their child closely for signs and symptoms of illness and keep child at home if they show any signs of infectious illness.
- Ensure that meetings with school are arranged in advance through the school office.
- Ensure that the school has up to date contact information for parents/guardians and other family members who may be required to collect their child, should symptoms appear during the school day.

- Be mindful of the potential for children to feel excluded, specifically in the context of birthday parties or play dates, involving pick up on school grounds or environs.
- Show consideration to others when using the school drop zone and always drive / park cars in a safe manner around the school environs.

Students

Students play an important role in the ongoing implementation of the Code of Behaviour by:

- Being involved in discussing and choosing class rules.
- Understanding the need for these rules.
- Discussing, monitoring and reviewing aspects of the Code of Behaviour through the Student Council and at assemblies.

Each student is expected to:

- To be well behaved and to show respect and consideration for other children and adults.
- To show respect for the property of the school, other children's and their own belongings.
- To do his/her best in school and for homework.
- To obey the instructions of school staff.

7. General School Behaviour Expectations

Lisnagry N.S. has views on behaviour and on what is acceptable behaviour expected on a daily basis.

• Respect and Courtesy:

General courtesy and respect for all in the school environment is important to the life of the school.

All students are expected to treat children, teachers, substitute teachers, special needs assistant, ancillary staff and visitors with good manners, respect and courtesy all of the time. Children are expected to do what staff ask them to do.

The use of foul language and any form of bullying are unacceptable. Truthfulness and honesty are expected from the children at all times. All parents and guardians are expected to treat all staff members with courtesy and are expected to abide by the school policies.

• Punctuality

Punctuality is important in the timetable of the school.

School starts at 9a.m. and finishes at 1.40 p.m. for infants and 2.40 p.m. for other children. Supervision of students in the morning starts at 8.45am and after school until 2.55pm. No responsibility for students is accepted outside of these times. Parents are asked to notify school if a difficulty arises as to arrival or collection of children and to nominate a responsible adult to collect the child in the case of an emergency. Continuous lateness is discouraged.

• Absences

Regular attendance at school is important for the child's learning.

Every absence of a child must be accounted for by forwarding a note via Aladdin or a note in the child's homework journal. If a child wishes to leave school early, leave to attend an

appointment, a written note/email must be given to the class teacher and the child must be signed out at the school reception. Messages by phone should only be made in cases of emergency.

In accordance with the Education (Welfare) Act (1998) school authorities must inform the National Education Welfare Board of any student who has been absent for 20 or more days in any school year. We will inform parents/guardians when their child has been absent for 12 days and remind them of the schools obligation under the Education (Welfare) Act once a child is absent for 20 days.

- **Illness**

Parents should notify the school of any infectious illness, including head lice, immediately. Children should only return to school when the risk to others has passed. Parents will, if necessary, be contacted regarding illness or infection. Parents should inform the teacher or principal of any medical conditions and allergies that their children have.

- **Administration of Medicines**

As a general rule, teachers will not be involved in the administration of medications to students. In exceptional circumstances parents/ guardians of the student concerned may fill out an Administration of Medicine form, which must be approved by the Board of Management, to authorise a teacher to administer the medication. This form is available from the school office.

- **Personal Property**

Children should have their names on all their coats, uniforms, jumpers, T-shirts and other personal property. Schoolbooks, copies, lunch boxes should have names clearly marked on the top / front cover, rather than inside the cover. Children must treat the property of others with respect. The school is not responsible for personal items that the child brings into school. Children who may damage items of property belonging to others will be asked to repair or replace the item. Children are not allowed have mobile phones or other electronic devices in the school or on school tours.

- **Uniform**

Full Lisnagry N.S. school uniform and appropriate footwear is to be worn every day by all students. The uniform consists of a navy tracksuit with light blue polo shirt. The wearing of jewellery and dangly earrings are not allowed for safety reasons. The wearing of make-up, false nails or false eyelashes are not allowed either in the interest of safety. Facial piercings are not allowed. Children are encouraged to wear a coat coming to school in the colder weather. Also for education and hygiene reasons, long hair should be tied up and worn in such a way as not to be a distraction to themselves or others and not to interfere with other students. Coloured, dyed or bleached hair is not appropriate.

- **School Property**

Students are encouraged to look after their school and classroom environment. Children must

respect all school property and involve themselves on a regular basis in keeping the school environment clean and litter free. Parents will be held accountable for the cleaning, repair or replacement of any school property or equipment wilfully damaged or vandalised by their children.

- **School Environment**

Litter must be placed in bins. All students are involved in keeping their school environment and classroom space tidy and litter free. Recycling is promoted. Students are asked to take all their lunch time litter home with them.

- **Healthy Eating Policy**

Lisnagry N.S. has a Healthy Eating Policy in place. All parents and students are asked to adhere to this. As per the policy one small treat is allowed on a Friday. Fizzy drinks are not allowed. Parents are encouraged to give lunches and drinks in recyclable containers. Eating / using chewing gum is forbidden. No glass bottles are allowed. Drink bottles or flasks may not be taken to the yard. Eating food on the yard is discouraged.

- **Homework Policy**

It is the policy of the school to assign homework on a weekly basis. All children keep a homework journal and are responsible for their journal. Parents are strongly encouraged to take an active interest in their child's homework and are requested to sign their homework journal. The homework journal will be used as an important two way communication link between home and school (the homework folder replaces the journal in the case of the infant classes).

- **School Policies**

Lisnagry N.S. Board of Management has been involved in developing a range of policies for the school, in consultation with parents, children and staff.

There is an expectation that all parents, guardians, teachers and Board of Management members adhere to the policies. They are available from the office.

- **Communication with Parents**

- Parents are always welcome at the school. They are asked to make an appointment to see the teacher/ Principal at an appropriate time.
- Formal Parent /Teacher meetings take place once a year on specific days.

- Informal Parent/ Teacher meetings take place by appointment only. Please phone or email the school office and you will be contacted back with a suitable time. If you really need to contact the teacher on a sensitive matter please be mindful that they cannot answer emails during class time.
 - The Homework Journal is used to communicate with parents.
 - School newsletters are regularly sent to parents via email/Aladdin.
 - An introductory meeting is held in the last term for parents of children about to start school in September. The meeting is to familiarise parents with school organisation.
- **Bicycles/Scooters**

Some children cycle or scoot to school. Bikes should be securely locked while on the school premises. Children must respect the property of others. Cycling or scooting inside the school grounds is prohibited. A helmet and high-viz jacket should be worn at all times. The school cannot be held responsible for any damage caused to bikes or scooters left on the school premises. E-scooters and E-bikes are not allowed at any time on the school grounds.

- **Classroom Behaviour**

Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning. Student input is enlisted in devising the class rules. Such rules should be kept to a minimum and are devised with regard for health, safety and welfare of all members of the school community. Teachers ensure that students understand and are frequently reminded of how they are expected to behave.

Classroom Rules

- Listen – to the teacher and other students if they are speaking
- Work – to the best of his/her ability
- Value – school property and belongings of fellow students
- Follow – the direction of his/her teacher
- Obtain – his/her teachers' permission to leave his/her seat / classroom
- Respect – the teacher, other students and visitors to the classroom
- Show – kindness and willingness to help others

- **Playground/Playing Pitches Behaviour**

The following strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with incidents of unacceptable behaviour in the school yard. Staff will establish and maintain consistency in terms of expectations for behaviour, routines and boundaries for children in the playground. Our school motto for good yard behaviour is “during playtime we have kind hands, kind feet and kind words”. At both break times, teachers are on duty assisted by Special Needs Assistants. In the event of misbehaviour during yard time, the teacher on duty will address the issue and classroom teacher will be informed of misbehaviour by the supervising teacher. The Principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary. All students must adhere to the following playground rules:

- Play – safely, avoiding any games or play that are rough or dangerous
- Follow – the directions of the staff on supervision
- Remain – on school grounds at all times
- Obtain – permission before re-entering the school building during break times
- Respect – the supervising staff and fellow students
- Avoid – swearing, fighting or name calling

- Line – up in an orderly manner when the bell rings and wait to be directed back to class
- **Other Areas in the School Environment**
 - Students should walk in single file to and from their classroom keeping to the right on the corridors
 - Students should move about the school in a quiet, orderly manner
 - Students should not shout on corridors, in the toilets or moving between classrooms
 - Students should not engage in rough play in the corridors, toilets or while moving between classrooms
 - Courteous behaviour (e.g. standing back to let adults by in doorways, greeting staff and other adults) is encouraged.

- **Attending Events Outside of School Premises**

The standards and rules contained in the Code of Behaviour apply in any situation where the student although outside the school is still the responsibility of the school e.g. school tours, games/extra curricular activities and other events organised by the school. Attending events outside of school premises is contingent upon good behaviour. Children unwilling or unable to behave in a responsible manner may not be included in activities that involve leaving the school premises. Children must wear their school uniforms when going on these activities. A code of behaviour for events such as school tours, swimming will be discussed with all children prior to events taking place. Breaches of these codes may result in children being withdrawn from the activities.

8. In the Interest of Safety

- Students should behave in an orderly manner at all times and must walk when going from one area to another within the school building.
- Students must not behave in a way which endangers others or themselves. Teachers will prohibit games considered dangerous.
- Accidents: A child involved in an accident or hurt in any way must report or be reported to the teacher on yard duty or any available teacher. The teacher may decide:
 - To attend to the injuries
 - To contact the parents to come to the school and attend to their child.
 - To ask the parents to arrange to bring their child home from school
 - In the event of a serious accident where contact with the parents cannot be established to bring the child to a doctor or hospital
- Minor injuries on the yard are recorded in the yard book. Serious injuries are recorded in the accident book.

9. Promoting Positive Behaviour in the School

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers. The school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results. Most children 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 and effectively through the skill of the classroom teacher. The school recognises the variety of differences that exist between children and the need to accommodate these differences. We will endeavour, in conjunction with support from special education staff, to provide extra support and scaffolding for students more vulnerable to behaviour problems. We aim to communicate standards and rules in a way that students with SEN can understand. Some children 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. All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each student. This should help reduce boredom, lack of interest or lack of progress.

10. Students with Special Education Needs

All students are required to comply with the Code of Behaviour. However, the school recognises that students with special education needs may require assistance in understanding certain rules. Planning to encourage positive behaviour will be included in the students SSP, which is drawn up in consultation with parents/guardians, class teacher, special education teacher and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Every effort will be made to have a child displaying emotional /behavioural difficulties referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, e.g. Community Care Services provided by Health Boards. Professional advice from psychological assessments will be taken into consideration. The children in the class or school may be taught strategies to assist a student with special education needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

To encourage good behaviour the following rewards will be given:

- Verbal affirmation and positive feedback
- Whole class rewards
- Extra privileges
- Regular class visits by the principal to affirm good behaviour
- Regular assemblies where good behaviour is discussed and celebrated
- Monthly individual rewards for very special community and academic effort
- Stars, Stickers and Certificates at class level
- Clearly planned and communicated rewards to help vulnerable students to manage their own behaviour
- Rewards will be linked closely in time to the behaviour in order to achieve maximum impact.
- Care will be taken that rewards are seen to be distributed fairly with due regard for the nurturing of every child's self-esteem

11. Inappropriate Behaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long lasting effects including disruption of the students own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers. In order to establish a common understanding and consistent response the Code

of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed. For any incidents of misbehaviour the school will ensure that fair procedures of investigation will be adhered to. The two essential parts of a fair procedure are the right to be heard and the right to impartiality, i.e. the absence of bias.

Responding to Unacceptable Behaviour

The Education (Welfare) Act 2000, Section 23, states that a school must outline “the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined”.

It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added at the schools discretion.

Level 1

Level 1 Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas e.g.

- Failure to prepare for class, as defined by individual teachers
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

To expand on the above:

- Repeated muttering, with correction
- Continuous/persistent muttering with correction
- Repeated talking with correction
- Continuous/persistent talking with correction
- Coughing or whistling persistently
- Laughing/sniggering/sneering at other children, “giddiness” and giggling
- Banging chairs, biros, rulers etc.
- Answering back, back chat
- Speaking in a raised voice to the teacher
- Arguing constantly with the teacher
- Body expressions such as shrugging, rolling eyes
- Interrupting the teacher teaching
- Swinging on chairs
- Constantly leaving their seats without permission
- Throwing objects in the classroom
- Carelessness with books and stationery, scribbling/drawing on school books
- Excluding others
- Commenting negatively on another student’s work
- Lack of compliance with school policy on hair, nails, makeup, jewellery and uniform
- Being discourteous or unmannerly.
- Name calling.
- Gestures of defiance and using bad language.

Please note the list is not exhaustive

Disciplinary action:

Depending on the frequency and severity of the behaviour the following strategies listed below may be used in order to:

- help students learn that their behaviour is unacceptable
- encourage them to begin to take responsibility for it.
- learn that there are consequences to their actions.
- signal to other students and staff that their wellbeing is being protected.

Actions (in no particular order)

- Verbal reprimand/ reminder (including advice on how to improve).
- Reinforcement of alternative positive behaviour
- Time out – in yard, time out table
- Note in homework journal/ Yard notebook.
- Temporary separation from peers, friends or others.
- Loss of privileges
- Prescribing alternative work.
- Behaviour Reflection form filled out and signed by student.

Level 1 Supportive Interventions

In order to support the children in their efforts to improve their behaviour the following strategies may be used:

- Reasoning and discussion of behaviour with the child
- Discussion of behaviour at class level by teacher/ principal
- Informal notes to parents regarding incident/intervention
- Consultation with parents

Level 2**Level 2 Behaviours**

These behaviours seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff. e.g.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Negative physical contact which is dangerous to self or others (e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.)
- Intentionally damaging school or personal property
- Bullying – physical, verbal, cyber (ref. anti-bullying policy)
- Stealing
- Intentional use of profanity
- Derogatory reference or action to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Being disrespectful to a staff member/ignoring staff

- Stealing from classmates/teacher
- Continued and deliberate exclusion of peers
- Threatening/intimidating peers
- Spreading rumours/lies about another student/member of staff.
- Leaving school grounds without permission during the school day.
- Using a mobile phone or other device to make or receive calls or messages.
- Refusal to do work assigned.
- Refusal to co-operate with the teacher.
- Possession or use of dangerous toys or sporting equipment.

Level 2 Disciplinary Actions

The disciplinary actions at this level are administered by the principal and may include: (not in any order of implementation)

- In school supervised time-out
- Loss of privileges
- Requests (may be written) for parents to meet with the principal and class teacher
- Suspension.

Level 2 Supportive Interventions

- Teachers shall keep a written record of all instances of serious misbehavior and improvements will be communicated orally to students and parents. Parents will be involved at an early stage rather than as a last resort
- Meeting of class teacher and principal teacher to devise an intervention plan
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level 3

Level 3: Behaviours

These behaviours are the most serious violations and endanger the immediate health, safety and personal wellbeing of students and staff. They include such behaviours as:

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Violent fighting or intentionally causing physical harm to others
- Deliberate Spitting on another child or staff member.
- Serious aggressive, threatening or violent behaviour towards another child or member of staff.
- Bringing dangerous implements to school.
- Serious theft of school/staff property.

- Intentional serious damage to school property.
- Carrying drugs/alcohol/cigarettes/dangerous substances.
- Consistent bullying of another student e.g. emotional, physical, cyber.
- Using a mobile phone or recording device on school premises to:
 - Take photographs of other children or members of staff
 - Record (audio or video) other children or members of staff
 - Record or photograph members of staff who are going about their professional duties
 - Share photographs/images/videos/voice recordings taken of other children or members of staff on a social media platform without their permission.
- Deliberate and calculated false misrepresentation made on social media in relation to a teacher or any staff member which may damage that person's professional/personal reputation.

Level 3 Disciplinary Actions and Supportive Interventions

- Behaviour at Level 3 may involve suspension from school.

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 to attend at the school to meet the Chairperson and Principal Teacher. Parents may be accompanied at this meeting, having made this arrangement previously with the Principal. If the parents do not give an undertaking that the student will behave in an acceptable manner in the future the student may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 130 (5) of the rules of National Schools.

- Expulsion may be considered in an extreme case, in accordance with rule 130 (6) of the rules for National Schools.

12. Record Keeping:

Written records in relation to a student's behaviour are private and confidential. All such records are kept in accordance with the Data Protection Act 1988 and the Data Protection(Amendment) Act 2003 and GDPR (EU) 2016/679. Data relating to individuals will only be processed in a manner consistent with the purpose for which it was gathered. Information will only be disclosed on a need to know basis, and access to it will be strictly controlled. In line with the schools policy on recordkeeping and data protection legislation, records are kept in relation to students behaviour both at class and school level. These records are written in a factual and impartial manner.

13. Procedures for dealing with Suspensions and Expulsions

Suspension

The Board of Management has a right to suspend or expel a child from school and any deliberations and decisions will be treated under Section 29 of the Education Act, 1998 and the *Education (Welfare) Act 2000*, Education (Miscellaneous Provisions) Act, 2007.

Definition of Suspension

requiring the student to absent himself/herself from the school for a specified, limited period of school days'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to suspend

The Board of Management has formally delegated to the Principal Teacher the authority to impose an "Automatic Suspension" for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An "Immediate Suspension" will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the student in the school at the time would represent a serious threat to the safety and wellbeing of students or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An "Automatic Suspension" is a suspension imposed for named behaviours. The Board of Management, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a student or member of staff
- or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour. In exceptional circumstances and with the approval of the

Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the student to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s)

being notified. Formal written notification of the suspension will issue in due course, but no later than two school days after the imposition of the suspension. Such a notification will detail:

- The duration of the suspension
- The reasons for the suspension
- The arrangements for returning to school, including any commitments to be entered into by the student and the parent(s)/guardian(s)

The Board of Management acknowledges that the decision to impose either an immediate or automatic suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than two school days after the incident the Board will invite the student and his/her parent(s), guardian(s) to a meeting with the chairperson and the principal to discuss:

- The circumstance surrounding the suspension
- Interventions to prevent a recurrence of such misconduct

The Board of Management acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard no person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

Procedures in respect of a suspension warning

Where a preliminary assessment confirms serious misbehaviour that could warrant suspension, the Board of Management will initiate a formal investigation,

The following procedures will be observed:

The following information will be issued to the parent(s)/guardian(s):

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than five school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the student of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- the arrangements for returning to school, including any commitments to be entered into by the student and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the student has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section

29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

Grounds for removing a suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under section 29 of the *Education Act 1998*.

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Re-integrating the student

The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process.

Clean slate

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed, the school should expect the same behaviour of this student as of all other students.

Records and reports

Records of investigation and decision-making

Formal written records should be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000*, section 21(4)(a)).

The Board of Management should review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are

examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Expulsion

Definition of Expulsion

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel

The authority to expel a student is reserved by the Board of Management

Grounds for expulsion.

A proposal to expel a student requires serious grounds such as that:

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

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

Procedures in respect of Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- (a) A Detailed investigation will be carried out under the direction of the Principal
As part of the investigation the following information will issue to parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

(b) The Principal will make a recommendation to the Board of Management.

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

(c) Consideration by the Board of Management of the Principal's Recommendations & the holding of a hearing.

If having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

(d) Board of Management Deliberations & Actions following the hearing.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

(e) Confirmation of the Decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard no person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

Notifying the Educational Welfare Officer:

The school will inform the Education Welfare officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the student is removed from the school register.

14. Anti Bullying Policy

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issues by the NEWB, the Board of Management of Lisnagry National School has its own Anti-Bullying policy – in full compliance with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, which were published by the Department of Education and Skills in September 2013. The Code of Behaviour policy works in tandem with this.

15.Ratification and Communication

The BOM reviewed the policy at its meetings in October and November 2023. It will be available in the Office and on the school website at www.lisnagryns.ie.

Principal: Michael Feeney

Chairperson: Noel Fox

The Policy was sent to St. Senan's for review and was re ratified by the Board at a meeting on the 23rd of November 2023.

