



Clonroche, Enniscorthy, Co. Wexford Y21PY59
info@clonrochens.ie | 053 92 44441

Principal:
John Ryan

Chairperson:
Bridín Murphy

Code of Behaviour

Title

Code of Behaviour for Clonroche N.S., Enniscorthy, Co Wexford

Rationale

Clonroche N.S has decided to review this code for the following reasons;

- Our existing plan is due for review
- To ensure an orderly climate for learning in the school
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
 - A. *The standards of behaviour that shall be observed by each student attending the school;*
 - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
 - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
 - D. *The grounds for removing a suspension imposed in relation to a student; and*
 - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Relationship to the Characteristic Spirit of the school.

We as a Catholic school will endeavor to create an atmosphere and an environment, whereby the whole school community will uphold Christian values.

In devising this code, consideration has been given to the needs and circumstances of this school.

Our aim is to ensure that the individuality of each child is accommodated while always acknowledging the right of each child to education in a relatively disruption free environment.

All members of staff will make every effort to adopt a positive approach to the question of behaviour and discipline in the school.



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A vital aspect of our lives as teachers, is the placing of a priority on individual responsibility in creating healthy school relationships, not alone among ourselves, but among all involved in school life.

We see a great need to provide a caring environment where each pupil will have a very real sense of belonging, and feel important for the person he or she is.

Teachers will try to prevent conflict situations developing where possible and will pursue positive behavioural goals with difficult individuals.

This should reduce the necessity for sanctions.

The school will lay a great emphasis on rewards for good behaviour.

Teachers will recognise the variety of differences that exist between children.

The Code of Behaviour will be implemented when dealing with wrongdoing, which is in keeping with the cognitive ability of the child in question.

All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This should help to reduce boredom and so improve pupil confidence and motivation.

It is agreed that a high standard of behaviour requires strong confidence and motivation.

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation between parents, pupils and teachers.

Aims

Through introducing the Code of Behaviour this school hopes to achieve the following;

- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others, for our community and the property of everyone.
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and well-being of all members of the school community.



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- To assist parents and pupils in understanding 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.

Guidelines for Behaviour in the School.

The Education Welfare Act, Section 23, states that the code of behavior shall specify ‘the standards of behavior that shall be observed by each student attending school’. The following are agreed standards of behaviour that we strive towards;

- Each child is expected to be well behaved and to show consideration for other children and adults.
- Each child is expected to show respect for the property of the school, other children and their own belongings.
- Each child is expected to attend school on a regular basis (as per the school calendar year) and to be punctual.
- Each child is expected to do his/her best both in school and for homework.

The school recognises there may be external factors influencing children’s behaviour that may need to be considered and accommodated.

Whole school approach in promoting positive behaviour

The elements of a whole school approach to behaviour include

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy.
- *The school’s 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*



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skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. The RE Grow In Love programmes also supports positive behaviour.

Roles and Responsibilities

Board of Management

The Board of Management is expected to

- Provide a comfortable, safe environment;
- Support the Principal and staff in implementing the code;
- Ratify the code;
- Ensure the code is communicated to the whole school community.
- Provide opportunities for the staff to obtain training to support the code where necessary.
- Work with the staff and principal to deal with serious breaches of the code of behaviour

The Principal

The Principal is expected to

- Promote a positive climate in the school
- Ensure that the code of behaviour is implemented in a fair and consistent manner.
- Arrange for a review of the code as required.
- Report to the Board of Management serious incidents of indiscipline which have taken place and will inform the board of any pupil whose conduct gives rise to continuous concern

Teachers

Teachers can expect to

- be treated with respect
- teach in a well maintained physical environment relatively free from disruption;
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives;
- be listened to and participate in decision making which affects their own work and that of the school in general;
- work in an atmosphere that encourages professional development;



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- get support and professional advice from the Board of Management, Department of Education and Skills, the national Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils;
- have grievances dealt with according to agreed procedures as set out in the Ag Obair Le Chéile policy.

Teachers are expected to:

- support and implement the school's Code of Behaviour;
- be cognisant of their duty of care;
- create a safe, welcoming atmosphere for their pupils;
- praise desirable behaviour;
- facilitate pupils to reach their full academic potential;
- be courteous, consistent and fair;
- keep opportunities for disruption to a minimum;
- keep record of serious misbehaviour or repeated instances of misbehaviour;
- provide support for colleagues.

Pupils

Pupils can expect to

- Be treated fairly, consistently and with respect;
- To feel safe, respected and secure;
- Have positive behaviour reaffirmed;
- Have misbehaviour dealt with appropriately.

Pupils are expected to:

- attend school regularly and punctually;
- wear a neat school uniform;
- work quietly and safely to the best of their ability at all times;
- respect the right of others pupils to learn;
- show respect for all members of the school community;
- respect school property, the property of others and their own belongings;
- keep the school environment clean and tidy;
- have the correct books and materials in school;



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- follow class rules;
- move quietly and carefully around the school;
- line up in an orderly manner before and after break;
- stay on the premises and within designated areas during school times;
- do their homework to the best of their ability.

Parents

Parents can expect to:

- be treated with respect;
- have a safe and welcoming environment for their child;
- obtain recognition for individual differences among pupils having due regard for the resources that are available;
- have fair and consistent procedures applied to the school's dealings with pupils;
- receive progress reports in accordance with agreed school policy (End of year reports)
- receive information on the school's policies and procedures.

Parents are expected to:

- ensure their children attend school regularly and on time and that they are collected from school on time;
- encourage their children to follow the school's Code of Behaviour;
- ensure their children wear the school uniform;
- ensure their children have the correct books and materials;
- read written communication received from the school and respond appropriately;
- go the front door and use the buzzer to report to the office if calling to the school during the day for any reason;
- make an appointment beforehand if they need to see a teacher;
- treat all members of the school community with respect;
- provide a note on Aladdin Connect for all absenteeism;
- inform class teacher of any change to collection procedure for their children;
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
- communicate to the school problems which may affect their child's behaviour;
- attend meetings at the school if requested;



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- help their children with their homework and ensure it is completed.

3. Positive strategies for managing behaviour

The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place.

The positive strategies used throughout the school to promote good behaviour and to prevent misbehaviour are addressed within the rules in relations to the following;

Clonroche N.S School Rules:

(The senior students, with staff approval, compiled this list of rules. These rules will be reviewed every two years)

School Rules will be revised and reinforced regularly by teachers.

- (a) **I WILL BE GENTLE AND KIND – I WILL NOT HURT ANYONE.** (I will respect my own and other children's safety, on entering and leaving school: line up in an orderly fashion and walk at all times without pushing or shoving. After break: line with class in yard until teacher gives permission to return inside.)
- (b) **I WILL BE HONEST – I WILL NOT HIDE THE TRUTH.**
- (c) **I WILL WORK HARD AND ALWAYS DO MY BEST.** (I will be on time for class, have all the necessary books and copies, complete homework neatly and on time, attend school on a regular basis, obey teachers' and supervisors' instructions).
- (d) **I WILL LOOK AFTER SCHOOL PROPERTY – I WILL NOT DAMAGE IT.** (I will respect other children's property)
- (e) **I WILL PLAY FAIR – I WILL NOT LOSE MY TEMPER.**
- (f) **I WILL RESPECT OTHERS – I WILL NOT CALL NAMES**
(I will allow other children to work, and respect their work).
- (g) **I WILL BE MANNERLY IN SCHOOL.** (I will walk while in the school building and be mindful of noise levels and space limitations).
- (h) **I WILL LISTEN – I WILL NOT INTERRUPT.**



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- (i) **I WILL WEAR MY FULL UNIFORM.**
- (j) **I WILL CHOOSE A HEALTHY LUNCH.**

These rules will be displayed in each classroom and explained to the children each September

Safety: For my own safety and that of others everyone is expected to follow these rules;

- I should be careful coming to and going from school
- I should always stay and walk on the footpath
- I should always walk while in the school building
- I should remain seated at all times in class and while eating lunch
- I should be safe and have fun in the school yard and always show respect for my fellow pupils
- I should always keep my hands, feet and comments to myself.
- I should have a note of explanation on Aladdin (or written note if not on Aladdin) immediately following absences upon return to school. Emails or phone calls do not replace this requirement.
- I should never leave the school grounds without the permission of the Principal

Caring for myself:

- I should respect myself and my property, always keeping my school bag, books and copies in good order
- I should always be in school between 9.10a.m and 9.20a.m.
- I should show respect for my school and be proud to wear the complete school uniform every day
- I should always be aware of my personal cleanliness
- I should always bring a sensible, nutritional lunch to school. Crisps, minerals, sweets or chewing gum are not permitted in line with the healthy eating policy.
- I should always do my best in school by listening carefully, working as hard as I can.

Caring for others:



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- I should be kind and respectful to all staff, fellow pupils and visitors by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line
- All pupils are expected to treat staff and fellow pupils with respect and courtesy. Inappropriate behaviour i.e. rough play, bad language, fighting, personal remarks, name calling, pushing, kicking, hitting and spitting will not be tolerated.
- I should be respectful, stay in my seat and be quiet when a visitor is at my classroom door/in my classroom.
- I should behave well in class so that my fellow pupils and I can learn
- I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers etc home. I should show respect for the property of my fellow pupils, the school building and grounds
- Be truthful and honest at all times

Clár ama na Scoile:

- School begins: 9.20a.m.
- School Closes: Junior Infants 2.00p.m.
Senior Infants 2.00p.m.
Other Classes 3.00 p.m.

Procedures for notification of pupil absences from school.

If a child is absent from school, the parent must notify the school in writing of the reason for such absence. This can be done by completing the appropriate absence slip in the school diary. Any such absence not explained via note/ Aladdin will be recorded as an unexplained absence. Under the Education Welfare Act 2000, the Principal informs the National Educational Welfare Board in writing with regard to a child who is absent for 20 days or more from school or if the school is concerned about a child's attendance. (Please note this includes arriving late or leaving early on a regular basis.)

Homework:

Homework is expected to be well done, clean and neat. All homework, including reading, must be checked and signed by parents/guardians on a daily basis. Incomplete homework must be explained in writing by a parent/guardian.

School related activities



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Standards and rules contained in the code of behaviour apply in any situation where pupils are still the responsibility of the school i.e. school tours, extracurricular activities etc. Parents, S.N.A.'s, coaches etc. are asked to abide by the code when helping out in the school and or with school related activities.

Procedures:

A staged approach to dealing with misbehaviour may be used. The aim is to change the behaviour and allow the child to take responsibility for their actions. There is a focus on developing positive relationships between all members of the school community. Children are given opportunities to take responsibility for their behaviour and their learning. Children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

1. The teacher (and sometimes the teacher together with the principal) will investigate matters.
2. This procedure may involve speaking to children/adults who have witnessed the incident, speaking to the child/children directly involved in the incident, individually or together, and/or small groups from a class or whole class.
3. Children may be asked to talk about/to write about the following

- What happened/ What did you do?
- Who has been affected by what happened/what you did?
- In what way have they been affected?
- What should have happened?
- What would you do the next time?
- What do you think needs to happen to make things right?

4. The teacher (and sometimes the teacher together with the principal) will decide on the appropriate sanction depending on the nature of the misbehaviour.
5. Parents will not be present when the teacher/principal is investigating incidents.



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6. The teacher/principal may contact parents after this point. Contact may be made by note/phonecall/by inviting a parent to attend a meeting.
7. Staff should not be asked to speak about another parent's child/another family. The staff of the school will respect your child's right to privacy, so it is asked that parents respect other children's rights to privacy.
8. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues (and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible).
9. It is very important that all involved (including pupils and parents) understand the above approach from the outset. This policy envisages positive parental support. Where there is a reluctance/refusal to work within the framework of the policy and a pupil or parents not give an undertaking that the pupil will behave in an acceptable manner in the future the school may move on to further stages on the sanction menu.

Sanctions

1. The staff of Clonroche NS classified non-desirable behaviour into three main categories:
 - Minor Misdemeanours (inside and outside the classroom)
 - Serious Misdemeanours and (inside and outside the classroom)
 - Gross Misdemeanours (inside and outside the classroom)
2. Behaviours in these three categories were identified for the:
 - 1) Junior Section (Infants-Second Class) and
 - 2) Senior Section (Third to Sixth Class)
3. Having agreed behaviours into the three main categories, staff then proceeded to identify and agree sanctions that would appropriately match each category.



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Class Range: JUNIOR INFANTS – SECOND CLASS

SECTION 1: Minor Misdemeanour

- 1.1 Minor Misdemeanour in the Classroom**
- 1.2 Minor Misdemeanour outside the Classroom e.g. corridors/yard/outside events**

SECTION 2: Serious Misdemeanour

- 2.1 Serious Misdemeanour in the Classroom**
- 2.2 Serious Misdemeanour outside the Classroom**

SECTION 3: Gross Misdemeanour

- 3.1 Gross Misdemeanour in the Classroom**
- 3.2 Gross Misdemeanour outside the Classroom**



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In carrying out the above sanctions, teachers will take into consideration young children adapting to school life, those children with challenging behaviour and the challenging situation a teacher and pupil may find themselves in.



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SECTION 1

1.1	Minor MISDEMEANOURS in the classroom	Range of APPROPRIATE SANCTIONS
	For example: • Wandering around classroom • Shouting out • Annoying others • Swinging on chairs • Throwing coats on floor • Leaving seat without permission • Telling lies • Lining up inappropriately • Low level of disturbance • Sulking and huffing • Making faces • High level of noise • Littering classrooms • Swiping things from desks/others *This list is not exhaustive	1) Reminder (verbal, pictorial, gesture or otherwise) 2) Warning 3) In class sanctions apply at the discretion of the class teacher e.g. behaviour board, timeout, temporary separation from peers, withdrawal of privileges etc. 4) Recorded by class teacher. 5) Repeated incidences of these misdemeanours over a period of time become serious and parents will be informed. 6) A child may be requested to leave the room and go to another classroom for a cooling off period (30 mins max) this time is to be differentiated for the pupils in the Junior section of the school. 7) If a pupil refuses or defies teachers instructions, the teacher will send for another teacher.



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		8) Deny the child something he/she enjoys
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SECTION 1

1.2	MINOR MISDEMEANOURS outside the classroom	Range of APPROPRIATE SANCTIONS
	For example: ● Running on corridors ● Making noise on corridors or in line ● Not lining up properly ● Wandering into the wrong area of yard ● Throwing litter ● Rough play/wrestling etc. ● Abusing property/flowers ● Silly name calling ● Spitting ● Splashing other children in puddles *This list is not exhaustive	1) Warning 2) Time out 5 mins 3) Repeated incidences of these misdemeanours over a period of time become serious and parents will be informed 4) Deny the child something he enjoys.



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SECTION 2

2.1	SERIOUS MISDEMEANOURS in the classroom	Range of APPROPRIATE SANCTIONS
	For example: <u>SERIOUS</u> ● Bad language, being disrespectful, answering back, cheek ● Abusing property (class and other pupils) ● Blocking sink ● Objects thrown into toilet ● Deliberate floor wetting ● Playing and running in toilet area ● Throwing objects ● Using bad language ● Out of seats at lunch time ● Stealing lunches ● Running around the room ● Hitting, pushing and kicking others ● Mocking pupils or member of staff ● Name calling, teasing and taunting ● Threatening behaviour – gestures and comments ● Possession of mobile phones ● Forging of signatures ● Defiant *This list is not exhaustive	<u>SERIOUS</u> 1) Warning 2) In-class sanctions 3) A child may be requested to leave the room and go to another classroom for a cooling off period (30 mins max) this time is to be differentiated for the pupils in the Junior section of the school. 4) Child sent to Deputy Principal/Principal 5) Note/Phonecall home to inform parents of behaviour. 6) Parents are requested to attend a meeting with class teacher between 9am and 3.30pm. 7) Behaviour plan set up and monitored over a one week period



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	<u>HIGH GRADE</u> For example: • Deliberate disobedience and defiance • Constant disruption • Persistent defiant behaviour • Refusing to work and cooperate • Refusal to leave the room at break/lunch time • Biting • Child locking or refusing to leave toilet cubicles is a high grade serious misdemeanour • A child who leaves the classroom without permission is a high grade serious misdemeanour • Children in Junior Infants who leave the classroom after the first term is a high grade serious misdemeanour • Repeated possession of Mobile Phone	<u>HIGH GRADE SERIOUS</u> 1) Persistent offending referred to deputy principal or principal. Meeting requested with parent and principal or deputy principal 2) Behaviour plan set up and monitored over a two week period 3) Three High Grade Serious misdemeanours will be subject to the sanction of a Gross Misbehaviour N.B. Persistent misbehaviour may require support of National Education Psychological Service or other suitable support service
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SECTION 2

2.2	SERIOUS MISDEMEANOURS outside the classroom	Range of APPROPRIATE SANCTIONS
	<u>SERIOUS</u> • Persistent name calling • Hitting, kicking or pushing others • Slapping / pulling hats of others • Spitting at others with intent	<u>SERIOUS</u> • Time out and teacher informed • Removal to another yard • Child walking with the teacher for break or lunch



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	● Exclusion in games ● Threatening and taunting others ● Bad language ● Shouting back at teachers and SNA ● Defiant behaviour – refusing to follow instructions *This list is not exhaustive <u>HIGH GRADE SERIOUS</u> For example ● Biting ● Leaving designated play area ● Persistent defiant behaviour ● Repeated possession of Mobile phone *This list is not exhaustive	● Removal from an activity/area that the child enjoys ● Missing yard to complete behaviour reflection sheet ● Repeated incidences contact made with parents via phone and standard letter sent home requesting meeting with parents and class teacher ● Behaviour plan set up and monitored over a one week period <u>HIGH GRADE SERIOUS</u> ● Any of the above ● Persistent serious behaviour, parents contacted via phone or letter requesting meeting with principal or deputy principal between 9am and 3.30pm ● Behaviour plan set up and monitored over a two week period ● Three High Grade Serious misdemeanours will be subject to the sanction of a Gross Misbehaviour ● Persistent misbehaviour may require support of National Educational Psychological Service or other suitable support service
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SECTION 3

3.1	GROSS MISDEMEANOURS in the classroom	Range of APPROPRIATE SANCTIONS
	For example • Bullying • Deliberate physical assault on pupil, teacher or SNA • Throwing furniture *This list is not exhaustive	Bullying-Procedures according to Anti-Bullying policy adhered to Other: Removal from classroom/yard. If the child refuses to follow instruction the class will be removed from the area. Stage 1 – Warning Warning – Pupil sent to deputy principal or principal (Parent informed - recorded on Aladdin) Stage 2- Removal of privileges Use of some of previous sanctions (Parent informed and recorded on Aladdin) Stage 3 – Detention Pupil gets a detention. Class/yard teacher recommends detention or principal gives detention (Parents informed and recorded on Aladdin) Stage 4 – Extended Detention and Contract The child gets lunchtime detention for up to 5 days. The class teacher and the pupil draw up a contract of behaviour. (Pupil Promise) The contract will be signed in the presence of the D.



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		Principal/Principal by the child. Parents to be contacted and informed of behaviour. A copy of the contract will be sent home to parents to be signed and returned. The child may not return to his/her yard until the above steps have been completed. Stage 5 – Case Conference The chairperson of the Board of Management will be informed. The child's parents will be asked to meet the principal and chairperson between 9am and 3.30pm. The child will be asked to give a written undertaking that he/she will behave in school. This will be witnessed and signed by the parent/principal/chairperson. Stage 6 – Internal Suspension Internal Suspension is where a pupil is removed from his/her own base class and is placed in another class for up to 3 school days. This will be activated when other stages are exhausted or when a serious misbehaviour occurs. Stage 7 – Suspension This procedure is used in the case of gross misbehaviour and or health & safety grounds: a) If stage 5/6 is exhausted or there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. If considered warranted the case will be sent to the Board of Management to consider suspension for 3 days initially.
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3.2	GROSS MISDEMEANOURS outside the classroom	Range of APPROPRIATE SANCTIONS
	For example ● Bullying ● Deliberate physical assault on pupil, teacher or SNA ● Leaving school grounds without permission *This list is not exhaustive	Bullying-Procedures according to Anti-Bullying policy adhered to Other: Removal from classroom/yard. If the child refuses to follow instruction the class will be removed from the area. Stage 1 – Warning Warning – Pupil sent to deputy principal or principal (note to parent in journal) Stage 2- Removal of privileges Use of some of previous sanctions (note to parent in journal) Stage 2 – Detention Pupil gets a detention. Class/yard teacher recommends detention or principal gives detention (note to parents in journal) Stage 3 – Extended Detention and Contract The child gets lunchtime detention for up to 5 days. The class teacher and the pupil draw up a contract of behaviour. The contract will be signed in the presence of the D. Principal/Principal by the child. Parents to be contacted and informed of behaviour. A copy of the contract will be sent home to parents to be signed and returned. The child may not return to his/her yard until the above steps have been completed. Stage 4 – Case Conference The chairperson of the Board of Management will be informed. The child's parents will be asked to meet the principal and chairperson between 9am and 3.30pm. The child will be



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Class Range: 3rd Class – 6th class

SECTION 1: Minor Misdemeanour



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Principal:
John Ryan

Chairperson:
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1.3 Minor Misdemeanour in the Classroom

1.4 Minor Misdemeanour outside the Classroom e.g. corridors/yard/outside events

SECTION 2: Serious Misdemeanour

2.3 Serious Misdemeanour in the Classroom

2.4 Serious Misdemeanour outside the Classroom

SECTION 3: Gross Misdemeanour

3.3 Gross Misdemeanour in the Classroom

3.4 Gross Misdemeanour outside the Classroom

In carrying out the above sanctions, teachers will take into consideration young children adapting to school life, those children with challenging behaviour and the challenging situation a teacher and pupil may find themselves in.



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SECTION 1

1.1	MINOR MISDEMEANOURS in the classroom	Range of APPROPRIATE SANCTIONS
	For example ● Shouting out answers ● Swinging on chairs ● Throwing coats on floor ● Leaving seat without permission including break and lunchtimes ● Fidgeting ● Distracting others in class (talking etc). ● Homework not complete and signed ● Book/copies/equipment left at home ● Telling tales ● Bad manners when entering a classroom on a message ● Wearing hoodies or hats indoors ● Sulking ● Pulling faces ● Not leaving classroom neat and tidy at the end of the day ● Littering classrooms ● Untidy desk/school bag/uniform *This list is not exhaustive	1) Reminder (verbal, pictorial, gesture or otherwise) 2) Warning 3) In class sanctions apply at the discretion of the class teacher e.g. behaviour board, timeout, temporary separation from peers, withdrawal of privileges etc. 4) Recorded by class teacher. 5) Repeated incidences of these misdemeanours over a period of time become serious and parents will be informed. 6) A child may be requested to leave the room and go to another classroom for a cooling off period. 7) If a pupil refuses or defies teachers instructions, the teacher will send for another teacher. 8) Deny the child something he/she enjoys



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SECTION 1

1.2	MINOR MISDEMEANOURS outside the classroom	Range of APPROPRIATE SANCTIONS
	For example: ● Running on corridors ● Leaving the classroom to go to the yard before the bell rings ● Making noise on corridors or in line ● Not lining up properly and promptly ● Wandering into the wrong area of yard ● Throwing litter ● Rough play/wrestling etc. ● Abusing property/flowers ● Silly name calling ● Spitting ● Splashing other children in puddles ● Talking in the corridors ● Running in the corridors *This list is not exhaustive	1) Warning 2) Time out 5 mins 3) Repeated incidences of these misdemeanours over a period of time become serious and parents will be informed 4) Deny the child something he/she enjoys.



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SECTION 2

2.1	SERIOUS MISDEMEANOURS in the classroom	Range of APPROPRIATE SANCTIONS
	<u>SERIOUS</u> For example: • Muttering under breath • Mocking pupil • Using bad language • Blocking sinks, throwing objects down toilet • Purposefully wetting floor • Throwing food around the classroom • Squirting drinks, spilling yogurt on purpose • Disrespectful to teachers, staff and peers and visitors • Name calling • Swiping things from desk, may be high grade depending on degree and safety • Forging of signatures • Graffiti – non sexual nature • Possession of a Mobile phone without prior permission from the teacher • Constant low lying disruptive behaviours *This list is not exhaustive <u>HIGH GRADE</u> For example: • Damaging others property/books if repeated	<u>SERIOUS</u> 1) Warning 2) In-class sanctions 3) A child may be requested to leave the room and go to another classroom for a cooling off period. 4) Child sent to Deputy Principal/Principal 5) Note/Phonecall home to inform parents of behaviour. 6) Parents are requested to attend a meeting with class teacher between 9am and 3.30pm. 7) Behaviour plan set up and monitored over a one week period <u>HIGH GRADE SERIOUS</u> 1) Persistent offending referred to deputy principal or principal. Meeting requested with parent, class teacher and deputy principal or principal



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	● Swearing/inappropriate/derogatory language directed at another person ● Undermining the authority of the teacher/SNA's eg giving cheek when corrected, mocking teachers, SNA etc, giving verbal abuse ● Refusing to cooperate with class routines ● Biting ● Graffiti – sexual nature ● Stealing ● Bullying behaviour ● Child locking or refusing to leave toilet cubicles ● A child who leaves the classroom without permission *This list is not exhaustive Blatant disregard to staff members by a combination (three or more) of serious misbehaviours (eg shouting at staff, banging furniture, ignoring requests to settle down, lying under the table, lying on the floor/throwing books/refusing to continue class work) is subject to the sanction of the Gross Misbehaviour category.	2) Behaviour plan set up and monitored over a two week period 3) Repeated Serious misdemeanours will be subject to the sanction of a Gross Misbehaviour 4) Bullying Behaviour – go to Anti-bullying Policy N.B. Persistent misbehaviour may require support of National Education Psychological Service or other suitable support service
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SECTION 2

2.2	SERIOUS MISDEMEANOURS outside the classroom	Range of APPROPRIATE SANCTIONS
	For example: <u>SERIOUS</u> • Aggressive behaviour to include (punching, kicking, slapping around the face, hitting with ball intentionally, throwing stones and objects, tripping intentionally, arm locking, headlocks, shoulder barge, wrestling, spitting and biting (and/or), pulling the chair from under another child, anything involving physical tugging or pushing) • Swinging on basketball nets, goal posts, railings etc. • Using bad language • Mocking another pupil • Climbing on walls/roof etc. • Passing school boundaries • Disrespecting toilet areas • Biting • Graffiti – non-sexual nature • Repeated breaches of school rules with regard to banned objects eg chewing gum etc. *This list is not exhaustive	<u>SERIOUS</u> • Time out and teacher informed • Removal to another yard • Child walking with the teacher for break or lunch • Removal from an activity/area that the child enjoys • Missing yard to complete Written reflection • Repeated incidences contact made with parents via phone or letter sent home requesting meeting with parents and class teacher • Behaviour plan set up and monitored over a one week period



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	<u>HIGH GRADE SERIOUS</u> For example • Fighting or inciting others to fight or when children refuse to stop after verbal warning • Threatening others • Racist or homophobic comments • Swearing/inappropriate/derogatory language directed at another person • Undermining the authority of the teacher/SNA eg Giving cheek when corrected in yard Mocking teachers, SNA, etc. Giving verbal abuse • Bullying Behaviour • Damage to property outside the school while under supervision of staff member • Blatant disregard to staff members by a combination of serious misbehaviours (eg shouting at staff, ignoring requests to settle down, lying on the ground and refusing to get up, hitting/kicking/punching walls, etc, refusal to leave the yard or to go to a cool down area, acting aggressively towards others) is subject to the sanction of the Gross Misbehaviour category. • Graffiti – sexual content • Spitting at others • Repeated breach of possessing mobile phone in-class or outside *This list is not exhaustive Repeated Serious misdemeanours will be subject to the sanction of a Gross Misbehaviour	<u>HIGH GRADE SERIOUS</u> • Any of the above • Persistent serious behaviour, parents contacted via phone or letter requesting meeting with principal or deputy principal between 9am and 3.30pm • Behaviour plan set up and monitored over a two week period • Repeated High Grade Serious misdemeanours will be subject to the sanction of a Gross Misbehaviour • Persistent misbehaviour may require support of National Educational Psychological Service or other suitable support service • Bullying Behaviour – go to Anti-bullying Policy
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SECTION 3

3.1	GROSS MISDEMEANOURS in the classroom	Range of APPROPRIATE SANCTIONS
	For example • Repeated Bullying • Physical assault on peers, teacher or SNA • Throwing objects/furniture • Physical aggression towards others with intent • Bringing penknives, cigarettes, matches, lighters, alcohol and toxic glue to school • Using mobiles or cameras to record fights • Leaving school without permission • Biting *This list is not exhaustive	Bullying-Procedures according to Anti-Bullying policy adhered to Other: Removal from classroom/yard. If the child refuses to follow instruction the class will be removed from the area. Stage 1 – Removal of privileges Use of some of previous sanctions Extended Detention and Contract The child gets lunchtime detention for up to 5 days. The class teacher and the pupil draw up a contract of behaviour. The contract will be signed in the presence of the D. Principal/Principal by the child. Parents to be contacted and informed of behaviour. A copy of the contract will be sent home to parents to be signed and returned. Stage 2 – Case Conference The chairperson of the Board of Management will be informed. The child's parents will be asked to meet the principal and chairperson between 9am and 3.30pm. The child will be asked to give a written undertaking that he/she will behave in school. This will be witnessed and signed by the parent/principal/chairperson.



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		Internal Suspension Internal Suspension is where a pupil is removed from his/her own base class and is placed in another class for up to 3 school days. This may be recorded on a pupil's educational passport. Stage 3 – Suspension Normally other interventions will have been tried before suspension. The decision to suspend a pupil requires serious grounds such as; • The pupil's behaviour has had a seriously detrimental effect on the education of other pupils • The pupil's continued presence in the school at this time constitutes a threat to safety • The pupil is responsible for serious damage to property c) A single incident of serious misconduct may be grounds for suspension



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SECTION 3

3.2	GROSS MISDEMEANOURS outside the classroom	Range of APPROPRIATE SANCTIONS
	For example • Repeated Bullying • Physical assault on peers, teacher or SNA • Physical aggression towards others with intent • Bringing penknives, cigarettes, matches, lighters, alcohol and toxic glue to school • Using mobiles or cameras to record fights/ others without permission • Leaving school without permission • Biting *This list is not exhaustive *In a yard brawl where aggression continues or escalates after a verbal warning, to a level where other pupils and staff are in physical danger becomes a gross misdemeanour	Bullying-Procedures according to Anti-Bullying policy adhered to Other: Removal from classroom/yard. If the child refuses to follow instruction the class will be removed from the area. Stage 1 – Removal of privileges Use of some of previous sanctions Extended Detention and Contract The child gets lunchtime detention for up to 5 days. The class teacher and the pupil draw up a contract of behaviour. The contract will be signed in the presence of the D. Principal/Principal by the child. Parents to be contacted and informed of behaviour. A copy of the contract will be sent home to parents to be signed and returned. Stage 2 – Case Conference The chairperson of the Board of Management will be informed. The child's parents will be asked to meet the principal and chairperson between 9am and 3.30pm. The child will be asked to give a written undertaking that he/she will behave in school. This will be witnessed and signed by the parent/principal/chairperson. Internal Suspension



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		Internal Suspension is where a pupil is removed from his/her own base class and is placed in another class for up to 3 school days. This may be recorded on a pupil's educational passport. Stage 3 – Suspension Normally other interventions will have been tried before suspension. The decision to suspend a pupil requires serious grounds such as; • The pupil's behaviour has had a seriously detrimental effect on the education of other pupils • The pupil's continued presence in the school at this time constitutes a threat to safety • The pupil is responsible for serious damage to property A single incident of serious misconduct may be grounds for suspension Stage 4 – Expulsion
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Keeping Records

- Records of incidents of inappropriate behaviour are kept within the school.
- Records of any investigations into serious incidents are kept.
- Notifications of suspensions/ expulsions and communications with the Tusla are kept on file.
- A filing cabinet is kept in the school.



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Suspension / Expulsion Procedures in accordance with The Education Welfare Act.

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

Suspension is defined as *“Requiring the pupil to absent himself/herself from the school for a specified, limited period of school days.”*

Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension. The decision to suspend a pupil requires serious grounds such as;

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

PROCEDURES FOR SUSPENSION

The school will observe the following

- Inform the pupil and their parents about the complaint
- Give parents and pupil an opportunity to respond
- Initial suspension no longer generally than 3 days. (except in exceptional circumstances)
- Any such suspension is subject to appeal under Section 29 of the Education Act (1998).

EXPULSION

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

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



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

A proposal by the Board of Management to expel a student requires serious grounds, such that:

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

Expulsion should be a proportionate response to student's behaviour – should only be taken in extreme cases of unacceptable behaviour.

EXPULSION FOR A FIRST TIME 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 FOR EXPULSION

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

1. A detailed investigation carried out under the direction of the Principal.(includes contacting parents re behaviour as with suspension)



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2. A recommendation to the Board of Management by the Principal.(parents informed of the same)
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by an Education Welfare Officer
6. Confirmation of the decision to expel as outlined in a letter to the parents.

APPEALS

Under Section 29 of the Education Act, 1998, parents (are entitled to appeal to the Secretary General of the Department of Education and Science against decisions made by the Board of Management, in relation to suspension and expulsion.

Success Criteria

The success of this code will be evaluated through

- Positive feedback from teachers, parents and pupils.
- Observation of positive behaviour in classrooms, corridors and schoolyard.
- Practices and procedures listed in this policy being consistently implemented by teachers.

Implementation Date

This policy will be effective after its ratification by the Board of Management.



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Ratification & Communication

The Board of Management of Clonroche NS officially ratified this policy on

Timetable for Review

Ratified on: June 2025

Review: June 2026



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APPENDIX 'A'

REFLECTION:

1. *What happened?*

2. *What were you thinking at the time?*

3. *What have you thought since?*

4. *Who has been affected by what you have done?*

5. *In what way have they been affected?*

6. *What do you think you need to do to make things right?*

7. What can you do in the future to stop this behaviour from happening again?



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Pupil Promise

Name of pupil engaging in bullying behaviour:
Name of pupil being bullied:
Details of bullying behaviour - What happened?
How has the bullying behaviour above affected the pupil being bullied?
Pupil Promise:
I _____ will not _____
I understand that if I continue with these behaviours, I will face further sanctions in school and at home.
These sanctions will be decided by the school in conjunction with parents and Code of Behaviour along with the Anti Bullying Policy.
Signed: _____
Parent 1: _____ Parent 2: _____
Principal/ Deputy Principal: _____