



Bray School Project National School

Code of Behaviour

May 2015

Introduction

This review of the Code of Behaviour follows on from the review and implementation of the Anti-Bullying Policy which commenced in school year 2013-14. Both the Code of Behaviour and the Anti-Bullying Policy will be reviewed annually in October.

Under Section 23 of the Education Welfare Act 2000 the Board of Management is required to prepare a Code of Behaviour in accordance with the guidelines issued by the NEWB. In section 23(2) it details that the Code of Behaviour shall specify:

- The standards of behaviour expected of each student
- The measures that shall be taken when a student fails or refuses to observe these standards
- The procedures to be followed in relation to suspension and expulsion
- Procedures to be followed in relation to a child's absence from school.

The policy is reflective of the child centred nature of the Bray School Project NS and the good respectful relationships that underpin the school ethos.

The Code of Behaviour will apply to any school related activities including:

- School tours and outings
- Events organised by the school
- Extracurricular activities.

Aims

In reviewing and restating the key elements of the Code of Behaviour it is the intention to promote clarity, that all members of the school community have a clear understanding of their responsibilities in ensuring that the Bray School Project NS is a positive environment for teaching and learning in line with the ethos of the school.

- To ensure that the school can function in an orderly fashion
- That all members of the school community be safe and their well being promoted

- To create an atmosphere of respect, acceptance and consideration for others
- Promote self discipline and positive behaviour
- Development of self esteem and positive relationships
- Respect for others, respect for the school environment
- Acceptance of individual differences and accommodation for same
- To ensure the system of rewards and sanctions is appropriate and fairly implemented
- That in promoting and affirming good behaviour we set high expectations for all members of the school community
- To promote awareness of our school's expectations
- To engage all parties in the promotion of desired positive behaviours
- That the procedures for dealing with serious breaches of the Code of Behaviour leading up to suspension and/or expulsion be clearly laid out.

A Whole School Approach

Student behaviour is influenced by school climate, values, policies, practices and relationships and all of these should support the Code of Behaviour. All members of the school community have a role in promoting positive behaviour and upholding the Code of Behaviour.

Parents and guardians have a responsibility to support the Code of Behaviour through informing themselves, discussing the Code with their children and by modelling respectful and positive relationships.

Some of the elements of a whole-school approach to behaviour include:

- Ethos, policies and practices that are supportive of each other
- 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.

Setting Standards of Behaviour

All classes will draw up a Classroom Charter in September setting out the expected standards of behaviour in child friendly and age appropriate language. These will be stated positively outlining expected behaviours. Underpinning these charters is the fundamental principle of RESPECT which is expected of all members of the school community.

The Classroom Charter and Code of Behaviour will be presented at curriculum meetings at the beginning of each school year.

Classroom

In order to maintain the classroom as a safe, positive learning environment children are expected to:

- Be on time and be prepared
- Respect each child's right to learn, listen and play
- Listen and respond attentively and courteously to staff and to each other
- Do one's best and allow others do the same
- Have respect for each other's property and school property.

Staff will ensure that children understand the Code of Behaviour and remind them regularly of how they are expected to behave. This will be supported through SPHE, BSSE, circle time and assemblies.

Playground

All children have a right to a safe and happy break time. Students are expected to observe the following rules:

- Play safely and kindly
- Use respectful language
- Chasing games (such as those involving large groups) and play fighting are not permitted

- Stay within designated boundaries.
- Respect Red flag signs
- No re-entry to the school building during breaks
- Respect sports and play equipment and use it appropriately
- Respect plant and animal life in our yard
- Keep our school clean – no littering
- Respond to the bell (freeze) and the whistle by walking gently to the line.

Teachers and Special Needs Assistants (SNAs) on playground duty will monitor behaviour and note misbehaviours on the daily playground incident log. In the case of serious incidents parents will be informed.

Mobile Phones and Electronic devices.

Mobile phones must be switched off during the school day. Any breach will result in confiscation. Only a parent or guardian can collect his/her child's phone from the Principal's office.

Personal electronic games are not permitted on yard or in the classroom.

Rewards and Consequences

We expect and acknowledge positive behaviour in our school.

Class teachers may choose from a variety of possible individual/class rewards appropriate to their class level in recognition of efforts made:

Examples of Individual Rewards

- Certificates/Merit Awards
- Comments and 'Smiley Faces on Childrens' work
- Specially written note in Homework Journal
- Phone call home
- Special activity/class job
- Photos of award winners displayed
- Homework passes

- Privilege/Golden Time
- Regular special contribution assemblies
- Raffle tickets
- Quality Circle time

Examples of Class Rewards

- Token economy (reward system based on collecting points/stickers/stars to get a desired reward)
- Golden time
- Extra Play time
- Class treat
- Reduced homework
- Positive comment to Principal
- Class prizes
- Rewards acknowledged at assemblies

In using reward systems staff will endeavour to avoid creating unhealthy competition or undue focus on rewards, they should not become the goal of learning. There should be a clear link between the positive behaviour and the reward and recognise effort as much as achievement.

For children with special educational needs, a reward programme may be part of their Individual Education Plan (IEP) and will take cognisance of the particular needs and strengths of the student.

Consequences of Misbehaviour

In examining and reviewing behaviours that are incompatible with the Code of Behaviour staff and students ranked a number of behaviours according to levels of seriousness (see Appendix 1 for list and levels).

We recognise that persistent misbehaviour is frequently caused by deeper and more serious difficulties that cannot be dealt with through sanctions alone and that early

recognition and intervention may be required in order to support students develop more positive patterns of behaviour. (Elements of the National Education Psychological Services (NEPS) Continuum of Support will be used where children require particular support in the development of appropriate behaviour). Unacceptable behaviour will be dealt with in a consistent manner according to agreed procedures. Children will be reminded regularly of the rules and required behaviour and where necessary and appropriate the following sanctions will be applied.

Level of Seriousness	Possible Consequences
Level 1	<ul style="list-style-type: none"> Oral reprimand Verbal apology sought
Level 2	<ul style="list-style-type: none"> Oral reprimand Temporary separation from peers (move table/timeout in shared area) Verbal/written apology sought Informal communication with parents (note/phone call/talk) Referral to Principal/Deputy Principal Loss of privileges (eg Golden Time) Completion of lines. Reflection sheet (signed by parents) Alternative work (while separated) Repairing of damage (removal of litter/graffiti)
Level 3	<ul style="list-style-type: none"> Temporary separation from peers (emoval to another class) Temporary separation from peers on yard (n wall/stay indoors) Detention during break Loss of privileges Completion of lines or Reflection sheet (signed by parents) Educative solution (restorative justice) Alternative work (during separation) Active parental involvement sought Written apology sought Referral to Principal/Deputy Principal Written warning from Principal Referral to Board of Management
Level 4	<ul style="list-style-type: none"> Referral to Board of Management Suspension Expulsion

Suspension

Suspension is defined as: requiring the student to absent himself/herself from the school for a specified, limited period of school days.

The Board of Management has the authority to suspend a student. Where the authority is delegated to the Principal, the delegation will be done formally and in writing.

The decision to suspend a student is taken on the grounds such as that:

- the behaviour of the student is impacting negatively on the education of other students
- his/her presence in school constitutes a threat to safety
- a single incident of serious misconduct may be grounds for suspension.

Suspension will be in accordance with the terms of rule 130(5) for National Schools which states:

Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or the Principal to exclude a pupil or pupils from school the maximum initial period of such exclusion shall be three days.

A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to allow the matter to be reviewed.

Suspension will be considered in cases of gross or serious misbehaviour.

Suspension Procedures

Immediate suspension for up to three school days may be invoked in the case of behaviours which constitute a danger to the child or others or behaviour which is disruptive to the education of other pupils.

The Board of Management will ensure that fair procedures are followed and the principles of natural justice are upheld.

Procedures for Immediate Suspension

- The child will be removed from class.
- He/She will remain under supervision in another part of school.
- Parents will be contacted to take child home.
- The Chairperson of the Board of Management will be informed. If the Chairperson is unavailable another officer of the Board will be informed.
- Following the initial period of suspension the student may be reinstated or a further period of suspension may be invoked to allow for a full review .
- Parents will be advised in writing of the terms and dates of commencement and termination of suspension.

Procedures in All Other Cases

In cases where immediate suspension is not under consideration the Chairperson of the Board of Management will be informed and parents/guardians will be requested in writing to attend a meeting with the Chairperson and the Principal.

The purpose of such a meeting is to discuss the misbehaviour and where appropriate examine alternatives to suspension. The right to reply is vital to fair decision making. The parents and student will be given an opportunity to present their views in relation to the alleged misbehaviour. Parents may be requested to give an undertaking that they will work with their child to ensure compliance with the Code of Behaviour.

After the meeting the pupil may be suspended for an initial term of up to three days.

In cases where parents/guardians fail to attend such a meeting without good reason a suspension may be applied.

The Board of Management may take the decision to extend this initial period of exclusion

Parents/Guardians will be advised of decisions in writing.

Removal of Suspension

Parents/guardians may apply to have their child reinstated following the completion of the period of suspension. They will be requested to provide a signed undertaking that the pupil will behave in accordance with the Code of Behaviour.

The Principal must be satisfied that in reinstating the pupil that the safety of the child, other students and staff are not compromised. Nor should the reinstatement cause any disruption to the education of other pupils.

A behaviour plan may be drawn up in consultation with staff and/or other relevant professionals.

Expulsion

Expulsion is a serious sanction which may be considered in extreme cases. In making the decision to permanently exclude a student the Board of Management will ensure compliance with Section 24 of the Education Welfare Act 2000 under which they are required to inform Tusla (Child and Family Agency) in writing of the opinion of the Board. Expulsion does not take place until 20 days after Tusla has received the written notification.

Appeal

Parents may appeal suspensions of more than 20 days in any one school year and expulsions to the Secretary General of the Department of Education and Science under Section 29 of the Education Act of 1998 (as amended).

Attendance

Under the Education Welfare Act (2000) an explanation of your child's absence must be given to the school. A record of absences will be kept and where more than twenty absences occur in any one year the Education Welfare officer will automatically be informed. Parents should inform the school before 9.45am by phone or email of the absence of a child and in advance if it is known that the child will not be in school or is likely to be late.

Punctuality

School hours are 9.00 am – 2.40 am for 1st - 6th classes, and 9.00 am - 1.40 pm for infant classes. Teachers do not take responsibility for the supervision of children outside of these times.

When assembling in the morning children are expected to remain in their line area ready to line up in an orderly fashion at 9.00 am. Classes are escorted in by their teachers.

No pupil may leave the grounds once entered until dismissal time unless accompanied by a teacher or with the expressed permission of the parent/guardian and teacher or principal.

Pupils may not enter the building before classes begin without permission of principal or teacher.

Parents are requested to supervise their children after dismissal time and escort them from the grounds in a timely manner. The millenium cone, pond area, gymtrail and bridge are strictly out of bounds *before and after* school (as they are not supervised by school staff at these times).

Safety on Grounds

Cycling, skate boarding, roller blading and similar activities are not permitted within the school grounds.

Anti-Bullying

See Anti-Bullying policy

Anti-Racism

See Anti-Racism policy

Responsibilities of Adults

All adults should help to promote the Code of Behaviour by:

- Modelling relationships based on kindness, respect for others.
- Treating everyone fairly regardless of age, gender, race, religion, disability, sexual orientation, membership of the Traveller Community, marital/civil status, family status.
- Working towards effective communication between adults and children within the school community.
- Taking an active interest in the learning and concerns of children including the supervision and completion of homework.

Reporting Concerns

Any parent or guardian who has a concern regarding issues related to the Code of Behaviour should contact the class teacher to discuss same. In cases where it is felt that this is not the appropriate route due to the nature of the concern or where the matter has not been resolved the parents should seek a meeting with principal. If, following these steps, there are still unresolved issues the parent may contact the Chairperson of the Board.

Appendix 1

Hierarchy of Seriousness

The Board of Management in consultation with the Principal and staff may add further behaviours to this list as deemed appropriate in its opinion. Judgement will be made within the context of the behaviour and allowances will be made for extenuating circumstances or special needs. The following are examples of agreed behaviours and their corresponding level of seriousness:

Level 1

Teasing - one off	Pushing in line	Attention seeking	Interrupting teacher	Telling lies
Eating in class	Noisy	Running indoors	Minor lying	Horseplay

Level 2

Continuous attention seeking	Continuous interruption of teacher	Spoiling other pupil's games	Time wasting and avoiding work
Nastiness to another pupil	Arguing about everything	Hindering other children	Cheekiness
Rudeness to child / staff	Bad language to a child / staff	Hitting back (minor)	Kicking (minor)
Squabbling with other pupil(s)	Uncooperative attitude	Refusal to follow instruction	Physicality aggression
Name calling	Spitting	Arguing back	Graffiti

Level 3

Serious assault/fighting	Lying about serious matters	Stealing	Physical/verbal abuse of staff/pupils
Racial abuse	Extortion	Carrying weapons	Running out of school
Bullying (see Anti-Bullying Policy for definition)	Nasty exclusion of other pupils	Continuous arguing back and disruption of class	Any behaviour that persistently prevents teaching occurring

Level 4

Escalation of Level 2 or 3 behaviours	Aggressive or violently disruptive behaviour	Threat to safety or Threat of serious physical abuse	Failure to respond to appropriate behaviour management
May be a single incident or repeated behaviour			

Addendum (September 2020)

During the current Covid 19 crisis, we all have a responsibility to keep each other safe and well. In order to do so, we have high expectations of our students to follow the rules and guidelines of the school relate to:

- Following any altered routines for arrival or departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with in school
- Moving around the school following specific instructions (e.g. using patio doors for entrance and exit)
- Expectations about sneezing, coughing, tissues and disposal
- Telling an adult if they are experiencing symptoms of Covid 19
- Following rules about sharing any equipment
- Amended expectations about break and play times, including where children may or may not play.
- Use of toilet facilities

Pupils must not spit at or deliberately cough on another pupil or staff member. This will be considered a serious misbehaviour and will be dealt with in accordance with our Code of Behaviour.

Appendix 2

The link below is to the National Educational Psychological Services (NEPS) guidelines for working with children with Social, Emotional and Behavioural difficulties.

http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf

The NEPS Parent Guide may be downloaded here: <http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Information-for-Parents.html>

NCSE - National Council for Special Education - <http://ncse.ie/individual-education-plans>
(IEP - Individual Education Plan)

NEWB - National Education Welfare Board – http://newb.ie/parent_guardian/index.asp

NPC – National Parents Council - <http://www.npc.ie/>

Tusla – Child and Family Agency – <http://www.tusla.ie>

Appendix 3

BSP Contact details

School Office: office@brayschoolproject.ie (tel: 286 4242)

Principal: principal@brayschoolproject.ie

Board of Management: chairbom@brayschoolproject.ie

Website: <http://www.brayschoolproject.ie>