

Dunshaughlin Community National School

Code of Behaviour

Aims:

- a. In devising the code, consideration must be given to the particular needs and circumstances of the school. The aim is to create a positive environment that is conducive to learning, in which the pupils can develop self-discipline, feel secure and make progress in all aspects of their development.
- b. We endorse the ethos of Community National Schools.
- c. Every effort will be made by all members of staff to adopt a positive approach to behaviour in the school.

Principles:

- a. The school recognises the varieties of differences that exist between pupils and the need to accommodate these differences.
- b. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.
- c. Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner.
- d. This code incorporates our values and standards for the entire school and the rules apply to all partners in education.
- e. It is the policy of this this school not to use any form or corporal punishment whatsoever and we encourage and advise our parents not to resort to it either
- f. All interactions should be founded from a place of mutual respect.

This code of behaviour will be available on the school's website and given to parents on the enrolment of their pupil. Parents will be requires to sign the Code of Behaviour and return it as a sign of acceptance of the code and its contents.

School Rules:

Smile, dream big, be fair,
Tell the truth, do your best, be prepared,
Laugh, have fun and share
Spread your happiness everywhere.

The yard motto:

Kind hands, kind feet, kind words.

Note: To promote positive life skills in our pupils we ask that parents ensure that:

- Your child arrives to school on time.
- Your child is collected from school on time.
- Your child is wearing the full school uniform.
- Your child completes their homework, as assigned.
- Your child has a lunch that will sustain them for the school day.

Strategies

No code of behaviour can be so exhaustive as to cater for all eventualities, therefore we as a staff will be flexible in implementing the code so as to respond effectively to the individual needs and context of each pupil. This may take form as an Individual Education Plan. As such Individual behaviour plans will reflect the Code of Behaviour as closely as is possible for the individual pupil.

A. Positive behaviour will be reinforced by:

- 1) A quiet word or gesture to show approval.
- 2) A word of praise in front of a group or class.
- 3) A system of merits (i.e. Class Dojo/ Warm Fuzzies).
- 4) Communication of positive behaviour with the home through the use of Good News Notes and / or verbal communication of good behaviour as the pupils are collected at home time.
- 5) A visit to another member of staff or to the Principal for commendation.
- 6) Pupil of the week and pupil of the month celebrations during assembly.

B. Disapproval of unacceptable behaviour may be dealt with as follows:

- 1) A quiet word or gesture to show disapproval.
- 2) Quiet reasoning with pupil.
- 3) Sanction (eg. Removal of Golden time 'Needs work' on Class Dojo, Temporary separation from peers (may include thinking chair or another desk)).
- 4) Communication of difficulties in class to parents/ guardians.
- 5) A visit to another staff member depending on the misbehaviour (Serious misdemeanours will result in visiting the principal).
- 6) If a pupil has reached this step 3 times in a short space of time a formal meeting with all concerned parties will take place to discuss future actions.

Procedures:

The degree of all misdemeanours will be determined by the judgement of the professional body of staff. In addition, serious or gross misdemeanours will be determined and recorded by evidence based practice through the use of:

- Formal recording of observations by staff.
- Serious Misdemeanour report forms.

In the event of **recurring** serious or gross incidents with an individual pupil Antecedent, Behaviour and Consequence charts will be implemented, in addition to the aforementioned procedures.

Examples of Minor Misdemeanours

- Interrupting class work,
- Running in school building
- Not following instructions from staff
- Leaving seat without permission at lunch time
- Leaving litter around school
- Being discourteous or unmannerly

Examples of serious misdemeanours

- Persistent disruption of class
- Telling lies
- Stealing
- Damaging property
- Bullying
- Back answering a member of staff
- Leaving the school premises during the school day without appropriate permission
- Not working to their potential
- Using unacceptable language
- Deliberately injuring a fellow pupil or any staff

Suspension

In the case of a serious offence or repeated continual less serious misdemeanours a pupil may be suspended from school. The authority to suspend lies in the following persons:

Principal: May suspend a pupil for up to three days

Principal and Chairperson B.O.M.(Manager): May suspend a pupil for up to five days.

B.O.M. (Single Manager): May suspend a pupil for up to ten days.

Examples of offences that warrant suspension are:

- Where the behaviour of the pupil has a serious detrimental effect on the education of the other pupils

- Where the pupil poses a threat to the safety of other pupils, staff, themselves or others;
- Where there has been serious damage to property;

When a pupil is suspended from school their parents / guardians will receive written notification confirming:

- The period of suspension and dates
- Reasons for suspension
- Arrangements for returning to school including any commitments to be entered into by the pupil and parents
- Provision to appeal the Manager
- Notification of the right to Section 29 Appeal if the total number of days exceed twenty
- Allowances will be made for parents with reading and language difficulties

If a suspension exceeds six school days a report will be furnished by the school to the National Educational Welfare Board.

Examples of gross misdemeanours

- Unauthorised absence from school
- Setting fire to school property
- Deliberately leaving taps on
- Interfering with fire safety equipment
- Aggressive, threatening or violent behaviour towards staff/ pupils
- Smoking/drinking alcohol/ Possessing or using drugs
- Overt sexual behaviour
- Deliberately injuring a fellow pupil
- Repeated bullying of other pupils

Expulsion

In the case of expulsion, the authority to expel will rest solely with the BOM/ Single Manager.

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

- Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The continued presence of the pupil constitutes a real significant threat to the safety of the staff, pupils, pupil themselves or others
- Where the pupil is responsible for serious damage of property

The difference between behaviours that warrant suspension and expulsion are:

- The degree of seriousness and persistence of behaviour

- Where an expulsion is considered a series of interventions will have been attempted by the school
- All possibilities within the power of the school of changing the pupil's behaviour will have been exhausted (with exception of cases warranting automatic expulsion)

The B.O.M./Manager may automatically expel a pupil for the following prescribed behaviours or in exceptional cases for a first offence, including;

- Sexual assault
- Possessing illegal drugs/selling illegal drugs to other pupils
- Actual violence or physical assault
- Serious threat of violence against another pupil or member of staff

The following procedures in respect for expulsion will generally be followed.

- A detailed investigation will be carried out under the direction of the principal
- A recommendation by the principal to expel the pupil will be given to the B.O.M./ Single Manager
- The B.O.M./ Single Manager will consider the principal's recommendation and will hold a hearing
- The B.O.M./ Single Manager will decide whether or not expulsion is appropriate
- The E.W.O. (Educational Welfare Officer) will be informed and there will be a 20 day cooling off period after which a confirmation or otherwise of the decision to expel will be decided.

Declaration of Equal Status for Dunshaughlin Community National School

The staff and pupils in this school have a right to work for and learn in a safe supportive environment. In the interest of pupil and staff safety this school will not tolerate verbal abuse, threatening behaviour or physical violence.

Under the Equal Status Act 2000, offenders will be reported to Gardaí

_____ School Manager

_____ Principal

Serious Misdemeanour Report Form

Pupil's Name: _____ Date: _____

Teacher: _____ Room: _____

<ul style="list-style-type: none"><input type="checkbox"/> Constantly disruptive in class<input type="checkbox"/> Telling lies<input type="checkbox"/> Stealing<input type="checkbox"/> Damaging school property of other pupil's property<input type="checkbox"/> Bullying<input type="checkbox"/> Back answering a member of staff<input type="checkbox"/> Endangering self/ fellow pupils in the school yard at break time.	<ul style="list-style-type: none"><input type="checkbox"/> Leaving the school premises during the school day without appropriate permission<input type="checkbox"/> Not working to their potential<input type="checkbox"/> Using unacceptable language<input type="checkbox"/> Deliberately injuring a fellow pupil or any member of staff<input type="checkbox"/> Not following instruction given by a member of staff
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Supporting Details:

Actions Taken:

Outcomes: