



# Ballymacelligott 1 NS

## Code of Behaviour

### Introduction

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management has made a Code of Behaviour available for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standard of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures to be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil is suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed on a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed for a child's absence from school.

The Code of Behaviour of Ballymacelligott 1 NS has been developed by

'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

### Policy Formulation

In formulating this policy, the Board of Management completed the following steps;

1. Parents and staff were informed that an initial draft of the Code of Behaviour was available, and they were invited to submit the code's content within a specified timeframe.
2. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupil's suggestions to the principal.
3. The initial draft of the Code of Behaviour was reviewed and, where appropriate, amended in accordance with the feedback received.

### Aims & Objectives of the Code

The aims and objectives of the code are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others

- 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
- To assist school staff, 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 school's rules, rewards, and sanctions system are implemented fairly and consistently.

### **Whole School Approach**

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. In this respect, the Board acknowledges the importance of the roles played by the principal, teachers, ancillary staff, members of the board and parents in the review and operation of the Code.

### **Standards of Behaviour**

#### **Pupils**

##### Rules For Pupils

Class Times:                    9 am to 10.30 am  
    10.40 a.m. to 12.30 p.m.  
    1 p.m. to 2.40 p.m. (1.40 pm for Infants)

- It is essential to be punctual at all times.
- When the bell rings (at 9 a.m., 10.40 a.m., and 1 p.m.), pupils are to line up promptly and correctly in their designated area. Each teacher then quietly takes their class to their classroom.
- Pupils are not supervised in the yard until 8.40 a.m.
- Pupils are not allowed back into the school building at "SOS" or lunchtime unless given express permission by a staff member.
- Pupils may not leave the school grounds during the school day without the written permission of a parent/guardian.
- Pupils should show respect to teachers and ancillary staff at all times.
- Pupils should treat their school property, fellow pupils, and property respectfully. Hurtful or dangerous play must be avoided.
- Pupils are to wear the full school uniform (black/dark shoes, white shirt, navy pants, navy crested pullover and school tie) at all times.
- Pupils are to have school tracksuits for all sporting activities.

- Pupils are to observe the “out of bounds” areas (steps to prefabs, grass bank, bicycle shed, staff room, teacher's toilets).
- It is forbidden to bring chewing gum inside the school grounds.
- Bicycles may not be ridden while on the premises.
- Pupils should keep the school and grounds clean and tidy and use the provided bins.
- Pupils are to walk in the corridors at all times.
- School books not required for homework may be left in the classroom at the owner's risk.
- A high standard of personal hygiene is expected at all times.
- Regular, punctual attendance is essential.
- Homework is to be done consistently and with care.
- Pupils must be well-behaved and show consideration for other children and adults

### **Classroom Behaviour**

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his ability
- value – school property and the belongings of fellow pupils.
- follow – the direction of their teacher
- obtain – his teacher's permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom.

### **Playground (Playing Pitches) Behaviour**

Each pupil is expected to:

- play – safely avoiding rough or dangerous games or play
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisors and fellow pupils
- avoid – swearing, fighting or name-calling

### **Behaviour in other School Areas**

Each pupil is expected to:

- walk – in the school corridors
- behave in a way that does not endanger themselves or others

- comply with the instructions of the supervisors
- line up in an orderly manner in the morning and at the end of break times

### **Behaviour during School Outings/Activities**

Each pupil is expected to:

- follow – his teacher’s directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

### **School Rules for Health and Safety**

- Cyclists must dismount and walk when entering or leaving the school grounds.
- Chewing gum is not allowed in the school or grounds.
- Mobile phones are not permitted to be switched on at school. Students should refrain from turning on mobile phones until they are outside the school gates. If a telephone is discovered switched on, a parent or guardian will take it from the student and collect it from the principal’s office. Repeated offences will lead to the phone being kept longer before being returned.
- Pupils are permitted to wear one small stud earring in each ear. A wristwatch is also permissible. Other jewellery items, such as chains, bracelets, rings, etc., are prohibited.
- Children must play safely in designated areas without permission and not re-enter the school building.
- Line up in an orderly manner on arrival at school, after breaks and before leaving the school at the end of the day. Children should not enter the school building without permission.
- Litter Control. Pupils should keep the school and grounds clean and tidy and use the bins provided.
- A high standard of personal hygiene is expected at all times.

### **Staff**

The principal must ensure the school’s Code of Behaviour is administered consistently and fairly to all pupils. However, each staff member is responsible for maintaining discipline within the school’s common areas.

Teaching staff are specifically responsible for managing behaviour within their class. They will:

- Discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of the school year and when the need to do so arises.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.

- Implement the reward/sanction scheme fairly and consistently.
- Keep a written record of continued, serious, or gross misconduct incidents. This record will indicate the advice and warnings given to the child regarding the misbehaviour and the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the principal.

### **Parents/Guardians**

Parents/guardians play a crucial role in shaping attitudes in their children, which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance, and ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour, they are welcome to make an appointment to discuss their concerns.

Parents will be invited to participate in the intervention process in cases of an identified pattern of misbehaviour.

### **Promoting Positive Behaviour**

Generally, the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures in class and around the school to instantly recognise and reward positive behaviour. Special attention will be paid to pupils who have previously been associated with poor behaviour so that good behaviour and improvement in behaviour are acknowledged.

A reward scheme for promoting positive behaviour will be used. Such rewards will include;

- Class Weekly Behaviour Scores for lining up at each bell and quiet movement through the school
- Individual or whole class 'Homework Tokens'
- Awards and acknowledgement for 'Acts of Kindness' at whole school assemblies
- Small prizes, stickers/stars etc
- Written or verbal communication with parent
- Certificates
- A visit to another class or the principal for commendation
- Individual class merit awards, points awards or award stamps
- Praise in front of the class group

### **INAPPROPRIATE BEHAVIOUR**

To establish a shared 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.

## **LEVEL ONE**

### **Level 1: Inappropriate Behaviours**

Level 1 behaviours interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily misbehaviours in school will be developmentally appropriate, instructive, and positive. Children will be taught what is expected and how they should behave. Below are some examples of the types of misbehaviour included in Level 1. Please note that the list is not exhaustive.

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

### **Level 1: Disciplinary Actions**

Consequences for Level 1 behaviour depend on the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Gestured warning – look/whisper
- Verbal reprimand/reminder(s)
- Teacher talks to pupils about their behaviour.
- Reinforcement of alternative positive behaviour
- Within the classroom, the pupil may be moved to another table, offside area in the classroom
- Pupil may be sent to another classroom to complete designated work quietly; pupil may be given a behaviour sheet to fill in to emphasise how he can improve his behaviour
- Lose points for class on weekly behavioural competition
- Prescribing additional work
- Loss of privileges
- Parents/guardians to be contacted
- Behaviour contract

### **Level 1 Supportive Interventions**

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be helpful should a problem persist.

## **LEVEL TWO**

### **Level 2: Inappropriate Behaviours**

Level 2 Behaviours seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff. Below are some examples of the types of behaviour included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profane or obscene language.
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, knives, etc.)

### **Level 2: Disciplinary Actions**

The disciplining of students for Level 2 behaviour depends on the severity and frequency of the specific behaviour and developmentally appropriate levels. The principal administers the disciplinary actions at Level 2, including the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In-school supervised detention
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the Behaviour
- Implementation of extensive behaviour management plan

## **LEVEL 2: SUPPORTIVE INTERVENTIONS**

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
- Request 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, and the National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

### **LEVEL THREE**

#### **Level 3: Behaviours**

Level 3 behaviours are considered the most severe violations. These behaviours endanger the school's pupils and staff's immediate health, safety, and personal well-being. They represent a direct threat to the orderly operation of the school environment. Situations which include illegal activity may result in contact with the Garda Síochána after parental involvement.

Below are some examples of the types of behaviour included in Level 3. Please note that the list is not exhaustive.

- Repeated or severe instances of Level 2 behaviour which have not been modified by intervention • Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, disability, or ethnic origin

#### **Level 3: Disciplinary Actions**

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures for issuing a suspension is contained in this document. Level 3 responses:

- Suspension from school for one to five days:

This response will occur with the first incidence of Level 3 or Level 2 behaviour of significant severity. The Principal, following due process and procedure, can issue a suspension.

- Suspension from school for five to ten days:

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- Expulsion:

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

#### **Pupils with Special/Behavioural/Emotional Needs**



Pupils with special needs will be required to follow the school's 'Code of Behaviour,' but teachers will use their professional judgment in applying the Code.

The main focus of the teacher's work will be teaching the rules to children with SEN and helping them understand behaviour and its consequences.

Parents of these children will be informed of their child's behaviour regularly. They may be requested to work with the school to devise effective strategies to help the child improve his behaviour. This may involve working and cooperating with a Special Needs Assistant and agreeing on a behaviour plan or IEP. Support services such as NEPS, the SENO and the SESS may be involved in this context.

### **Procedures for Suspensions & Expulsions**

#### **Suspension: 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 of Ballymacelligott 1 NS has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. 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 more extended period, but in any event, will not exceed five school days.

Furthermore, the Board of Management has formally and in writing delegated the Principal Teacher to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An automatic suspension may last for 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 more extended period but will not exceed five 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 necessary. After a preliminary investigation, the Principal determined that the pupil's continued presence in the school at the time would represent a severe threat to the safety and well-being of pupils or staff. 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 more extended period, but in any event, will not exceed five school days.

An '**Automatic Suspension**' is a suspension imposed for named behaviours. The Board of Management of Ballymacelligott 1 NS, 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 pupil or member of staff or
- Physical violence resulting in severe damage to school property

An Automatic Suspension may be for 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 more extended period but will not exceed five 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 pupil to be collected. In no circumstance will a student be sent home from school before his parent(s)/guardian(s) are notified. Formal written notification of the suspension will be issued 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 and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil 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 pupil and their parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Ballymacelligott 1 NS acknowledges the fundamental importance of impartiality in the investigation process. In this regard, the following undertaking is given;

i. No person with a vested interest or personal involvement in the matter will be involved in organising or implementing the investigation procedure.

#### **Procedures in Respect of Other Suspensions:**

In cases other than those of Immediate or Automatic Suspension, the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Ballymacelligott 1 NS will formally investigate the matter.

The following procedures will be observed;

A written letter containing the following information will be issued to 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 the parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Ballymacelligott 1 NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard, the following undertakings are given;

1. 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.
2. The person(s) involved in the investigation will remove themselves from the decision-making process upon presenting a full report of the facts.

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 pupil 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
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil 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 pupil 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 Science under Section 29 of the Education Act 1998 and will be provided with information on submitting such an appeal.

## **Expulsion**

### **Definition of Expulsion:**

'A student is expelled from a school when a Board of Management decides 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 Suspend:

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

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 (or a nominee of the Board if required)**

As part of the investigation, a written letter containing the following information will be issued to parent(s)/guardian(s);

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
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

**(b) The principal (or BOM nominee) will make a recommendation to the Board of Management**

Where the principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the principal (or nominee) recommends to the Board of Management to consider expulsion.

In this event, the Principal (or nominee) will:

1. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
  1. 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
  2. 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 (or BOM's nominee) Recommendations and the Holding of a Hearing**

If, after considering 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

1. as to the date, location and time of the hearing
2. of their right to make a written and oral submission to the Board of Management
3. 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;

1. the meeting will be conducted correctly by board procedures
2. the principal (or BOM nominee) and parent(s)/guardian(s) will present their case to the board in each other's presence
3. each party will be allowed to question the evidence of the other party directly
4. 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, thinks that the pupil should be expelled, the Board

1. The Educational Welfare Officer will notify the Educational Welfare Officer in writing by registered post of their opinion and the reasons for it.
2. Will not expel the student before the passage of 20 school days from the date on which the Educational

The Welfare Officer receives this written notification iii. In writing, notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted.

1. Will be represented at the consultation to be organised by the Educational Welfare Officer.
2. The student will be suspended if it is deemed likely that the student's continued presence during this time will seriously disrupt the learning of others or threaten the safety of other pupils 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 believes that the student should be expelled, the Board of Management will formally confirm the decision to expel.

The parent (s)/guardian(s) will be notified in writing that the expulsion will 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 of the Education Act 1998 and provided with information on submitting such an appeal.

The Board of Management of Ballymacelligott 1 NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard, the following undertakings are given;

No person with a vested interest or personal involvement in the matter will be involved in organising or implementing the investigation procedure or decision-making process.

i. The person(s) involved in the investigation process will, upon presentation of a full report of the facts, absent himself/herself/themselves from the decision-making process.

#### Notifications of a Child's Absence from School

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher
- The absence should be notified in writing by letter / using the school journal or by phone call
- Details about the absence, such as duration and reason, should be provided
- Significant absences caused by ill health (i.e. absences longer than ten school days) should be certified.

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

## Records

A standardised record system will track an individual pupil's behaviour. Such records will contain;

- Incidents of misbehaviour,
- Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed and the reasons they were imposed

Pupils will be told about their behaviour when a record is made, and the reasons for keeping a record will be explained.

All records will be kept by the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

## Implementation

The procedures outlined in this policy will be implemented from the 2024/2025 school year onwards.

## Review Timetable

This policy will be reviewed in 2028 or earlier if deemed necessary.

## Ratification & Communication

The Board of Management ratified this policy on \_\_\_\_\_. All teachers have a copy of the policy, which is available to parents upon request.

Signed: Budget McDonnell

Chairperson, BOM

Date: 14/10/2024