



Lismullen National School

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Code of Behaviour Policy

Ratified: 20th March 2023

INTRODUCTORY STATEMENT

Under section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its pupils. It was last revised in September 2017. This Code of Behaviour will apply while on school grounds, school tours, and school-linked activities.

RATIONALE FOR CODE OF BEHAVIOUR:

In order that the aims of primary education may be achieved, it is necessary that school should be a well ordered and disciplined place. It should provide an environment where the child is physically safe and happy and where good relationships are fostered between pupils, staffs, parents/guardians and others involved in the running of the school. It should provide a curriculum and a working atmosphere to help each child develop his/her potential. It should help the child as he/she grows older to move away from an externally imposed discipline to become self-disciplined.

The purpose of a Code of Behaviour, as we see it, is the creation of a positive learning environment in which a child may fully enter into the life of the school. The Code will offer a framework within which positive techniques of motivation, reward and encouragement are utilised. Many forms of positive reinforcement are used. Rules have been drawn up to ensure the smooth running of the school and for the safety and protection of the children. These rules require the close co-operation of pupils, parents/guardians, staffs and Board of Management.

Parents agree to abide by all policies when their child is enrolled to the school.

SETTINGS STANDARDS OF BEHAVIOUR

A high standard of behaviour is expected from all members of the school community. Such a standard of behaviour will create a positive environment for teaching and learning.

USE OF RESTORATIVE PRACTICE FOR PUPILS

Six Stages in Restorative Practice

1. Engagement – invite those involved into a dialogue
2. Reflection - encourage thoughtfulness and empathy
3. Understanding - how people have been affected
4. Acknowledgement - of the harm done and possibly an apology
5. Agreement – make a plan to fix things
6. Arrange – to follow up

STANDARDS OF BEHAVIOUR EXPECTED OF CHILDREN

Children are expected to:

- Follow the rules of the classroom and the school
- Show respect for the school authorities and all who work within the school community
- Respect the rights of other children to learn in a secure, safe environment
- Respect the right of the staff to teach class without interruption or distraction
- Show care and consideration for all other children within classroom and in playground
- Work to their potential while engaged in both class work and homework
- Show respect for school property and the school environment
- Observe the Code of Behaviour in all school related activities whether on school premises, school trips/tours, swimming lessons, buses and any activity where they are representing our school

EXPECTATION MATRIX

Location	Be respectful	Be responsible	Be ready
In the classroom	Enter classroom quietly Listen to your teacher and each other One voice at a time Indoor voice The dispersal of birthday invitations, birthday cake/treats is not allowed	Be positive Share Follow instructions Do not disturb other children in class who are trying to learn Do not disturb staff when he/she is trying to teach Do the best in every subject and present work as neatly as possible	Be on time Hang up coat Put away your stuff Sit in your chair properly Eyes on teacher
In the general school community	Keep to the left on corridors Treat others as you would like to be treated Indoor voice Kind words, hands and feet	Wear the full school uniform, Track suit to be worn only on P.E. days Mobile phones are forbidden in school Keep to the left of corridors Be a positive representative of the school Tell a grown up if something is wrong Keep the school bathroom clean and tidy Keep myself clean and tidy (long earrings, fake eyelashes, fake nails should not be worn in school) Be aware of personal space Follow instructions Do homework every night	Follow rules/line up procedure when the bell rings
On the yard	Keep yourself safe Stay within the boundaries Respect property and equipment of your school Be proud of your school	Line up appropriately	Be a good friend If someone is alone on the yard, ask them to play If they don't want to play, that's ok

STANDARDS OF BEHAVIOUR EXPECTED OF STAFF

Members of staff are expected to

- Show respect and courtesy to all within the school community
- Serve as role models of kindness and co-operation to children in school
- Be constantly aware of their duty of care to their children
- Create a safe, welcoming environment
- Promote self-esteem while catering for the children's physical, psychological, emotional needs
- Cater to different needs of children
- Promote positive behaviour within the school
- Deal appropriately with misbehaviour in line with the school's Code of Behaviour
- Maintain open and positive lines of communication with parents.

STANDARDS OF BEHAVIOUR EXPECTED OF PARENTS/GUARDIANS

Parents/Guardians are expected to

- Promote a sense of respect in their children for themselves and others
- Be respectful to all within the school community
- Be familiar with the Code of Behaviour and other school rules and procedures
- Encourage children to keep school rules
- Support the interventions made by the school to deal with inappropriate behaviour
- Communicate to the school any problems or home circumstances that will affect the children's behaviour and school performance
- Ensure children attend school regularly and punctually
- Supervise their child's homework and ensure it is completed to the best of his/her ability
- Ensure that children come to school clean and neat, wearing school uniform (track suit on P.E. days only) and with a healthy lunch
- Send note to staffs if there is a change in person collecting child from school
- Parents/Guardians taking their children out of school during school hours must sign them out in the office
- Communicate to school reasons for absences in order to comply with N.E.W.B. requirements.

PROCEDURES FOR RAISING A CONCERN

- Parents should follow the Complaints Procedure to make a complaint. Anyone who complains about discrimination, harassment or sexual harassment should not be victimised for speaking out. The school should seek resolution as early as possible and as close as possible to the origin of the problem.
- The Board of Management has a duty of care to protect their staff under the Health Safety & Welfare at Work Act 2005. The Board will not tolerate parents arguing with staff or each other on school grounds. Failure to comply with this request may result in an individual being asked to leave the premises and the Board will be informed. In serious cases the Gardaí may be called.
- Posting of slanderous comments on social media platforms/what's app groups about members of staff will also be deemed as a serious breach of the Code and may result in the staff member and /or Board taking legal action.
- Parents are asked to refrain from approaching or reprimanding another person's child on the school premises.

TEACHING THE CODE

- Referring to the code in class on a regular basis and applying the values in every class
- Clarifying pupils' understanding of expected behaviours
- Discussing appropriate and inappropriate behaviour with pupils
- Learning and teaching the rules and developing lesson plans for each rule
- Using the Social, Personal and Health Education programme as a vehicle for teaching skills for responsible behaviour and relationships
- Regular discussions in assembly to remind children of the school rules
- Teach social skills: choose the skill/describe the skill/model the skill/roleplay the skill/practice the skill/reward
- Promote skill of the week in classrooms (junior end of the school)

PROMOTING POSITIVE BEHAVIOUR

- School Management and staff foster a school ethos which helps to promote positive behaviour and prevent inappropriate behaviour
- Our school ethos is based on good working relationships between staff, parents and pupils
- Fundamental to this ethos is the principle of respect
- Adults model the behaviour that is expected from pupils
- High standards of behaviour are expected from pupils
- The Principal discusses the rules of the school with the children at assembly
- Teachers teach pupils the Code of Behaviour as part of their SPHE curriculum
- Teachers involve pupils in drawing up their own classroom rules
- Teachers teach social skills as required
- At the beginning of the year parents are expected to read through the rules with their child and thereby support the school's Code of Behaviour
- Good behaviour is consistently recognised and affirmed by staff
- A system of rewards is maintained in each class as further affirmation
- Class rewards are distributed for lining up after breaktimes
- Catch them being good and acknowledge successes
- Use of positive language
- Use of class notice board to acknowledge WOW work
- Awards presented at assembly
- Buddy system for new pupils
- Leadership opportunities for pupils

CLASS RULES AND ROUTINES

Each teacher is responsible for drawing up the class rules. Older children will have input in drawing up rules with the class teacher around areas such as:

- communication
- learning
- movement
- treatment of others
- safety and the environment

SCHOOL RULES

School rules translate expectations into practical guidance about the behaviour expected of all pupils. The rules have been made for the good of all in our school community.

- We are gentle
- We are kind and helpful
- We listen
- We work hard
- We look after property

USE OF REWARDS

Reward systems may be part of an overall school or class strategy, or may form part of a planned intervention to help an individual student to manage their own behaviour. Rewards for pupils with additional needs should take account of their particular learning style. A combination of individual and whole-class reward systems can work very effectively. This encourages both a positive group atmosphere and individual achievement.

EXAMPLES OF REWARDS

- Examples of work and achievements displayed around the classroom and school
- Pupils will be referred to the principal for excellent work, effort or improvement
- Award of merit stickers, stamps, class dojo points, homework passes, extra computer time, lucky dip, homework passes or golden time
- Use of happy grams or positive notes or phone call home
- First in the line
- Extra time on a preferred activity
- Golden nominations board: children nominate a child not a friend for a positive quality
- Golden Book: children write a positive comment about a child in the class and it is presented to the child on Friday
- Golden chair: A child sits on the hot seat on Friday and received questions regarding their hobbies and interests and is presented with the golden copy
- Golden time: a whole class incentive

PUPILS WITH ADDITIONAL NEEDS

The code of behaviour applies to all children including children with additional needs. We will adapt the code to meet the needs of pupils with additional needs. Pupils with additional needs may require help to understand the code. They may need to be taught how to relate cause and effects of behaviour in more tangible ways, for example through pictures, social stories, role-play. The staff will decide which consequence is appropriate for the child's needs or developmental stage of learning.



INTERVENTIONS USED TO SUPPORT BEHAVIOURS OF CONCERN

- Referral to the SET: continuum of support
 - Complete a basic needs checklist/My thoughts about school checklist
 - Devise a behaviour plan (Appendix 2)
 - Establish the function of behaviour
- Sensory**
- Escape**
- Attention**
- Tactile**
- Anxiety**
- Communication difficulties**
- Inflexible thinking**
- Use an ABC to look for patterns
 - What is the concern? Why is it happening? How can we help? Did it work?
 - Movement breaks/SNA support if needed
 - Referral for assessment if appropriate
 - Liaise with NEPS psychologist and outside agencies
 - Engage with an NCSE advisor

All behaviours of concern arise within a context which has 4 dimensions:

- Setting Events • Antecedent Events • Behaviour • Consequent Event

USE OF SANCTIONS

The purpose of a sanction is to bring about a change in behaviour by:

- helping pupils to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour
- reinforce the boundaries set out in the code of behaviour
- signal to other pupils and to staff that their wellbeing is being protected
- prevent serious disruption of teaching and learning
- keep the student, or other pupils or adults, safe

EXAMPLES OF MINOR MISBEHAVIOUR

(The following are merely examples and do not constitute an exhaustive list)

- Talking in class – when specifically asked not to
- Causing disruption by speaking out of turn
- Distracting other children
- Not carrying out/or not completing assigned work either in school or for homework without good reason
- Not presenting homework in a neat and acceptable form
- Coming to school without items outlined above
- Running in classroom/in corridor
- Failure to remain seated in class when required
- Littering
- Pupils leaving designated areas on the playground (this includes re-entering the school building) without permission of the supervising staff
- Climbing on trees/walls on school property
- Name calling
- Bad language

SANCTIONS USED TO ADDRESS MINOR MISBEHAVIOUR:

Step 1

- The child may receive a verbal reprimand from the staff
- The seating arrangement in class may be changed
- A child may be temporarily separated from class group
- Incomplete homework may have to be completed
- Badly presented homework may have to be re-done
- Stars/credits may be removed
- Tactically ignore the behaviour if appropriate
- Use non-verbal cues/Assertive communication
- Use positive cueing/praise
- Use proximity control
- Quiet word of correction
- Reminder of class rules/Say the rule/Explicitly teach the rule
- On yard the child will be directed to sit on the thinking bench for 5 mins
- Continuous minor misbehaviour will automatically confer more serious sanctions

Step 2

- Change of position in class
- Withdrawal of privileges
- On yard, if a child has broken the rules 3 or more times in one week, a consequence sheet (Appendix 1) will be sent home; extra homework will be assigned to children from 2nd to 6th class
- A class consequence sheet may also be used

EXAMPLES OF SERIOUS MISBEHAVIOUR

(The following are merely examples and do not constitute an exhaustive list)

- Fighting, kicking, spitting
- Insolence to staffs
- Graffiti
- Making unkind comments about another child online or member of the school community
- Writing/scribbling on desks/school property
- Games considered to be dangerous to oneself and others
- Defacing school/rented books
- Deliberate disobedience

SANCTIONS USED TO ADDRESS SERIOUS MISBEHAVIOUR:

If the problem persists or in the case of repeated incidences of serious misbehaviour, it may be necessary to have on-going discussions between the parents/guardians, staff and Principal to monitor the situation – always with the objective of helping the child.

Step 3

- Contact parents
- Break time detention

Step 4

- Referral to Principal
- Meet with parents, staff and Principal
- Child may not be permitted to participate in an extra-curricular activity or trip if he/she is deemed a danger to himself/herself or others

EXAMPLES OF GROSS MISBEHAVIOUR

(The following are merely examples and do not constitute an exhaustive list.)

- Serious verbal abuse of another child or staff
- Serious theft – items of significant value
- Serious damage to property
- Substance abuse – legal or illegal
- Serious assault on another pupil/staff
- Persistent bullying or intimidation e.g. physical abuse, name calling, isolation. (see Policy on Anti - Bullying)
- Behaviour which constitutes a threat to the safety of others within the school community
- Behaviour which has a seriously detrimental effect on the education and wellbeing of other pupils
- Online slander or inappropriate behaviour online of another child or member of staff or school community

SANCTIONS USED TO ADDRESS GROSS MISBEHAVIOUR:

Step 5

- A formal warning may be issued to impose a suspension in the event of continuous unacceptable behaviour.

Step 6

- Internal suspension is when a pupil is removed from his/her base class for a period of up to three school days. This is activated when Steps 1-5 are exhausted or when serious misbehaviour occurs. Parents will be informed.

Step 7

- Suspension

Step 8

- Expulsion

GROUNDINGS FOR SUSPENSION

The school at all times retains its right and its obligation to implement its Code of Behaviour, up to and including Suspension or even Expulsion if deemed necessary as last resorts. All pupils are subject to the Code and sometimes, in cases of serious/gross misconduct involving harm to others or serious damage to property, the BoM may have no option but to resort to suspension.

“Suspensions can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff and parents time to plan ways of helping the student to change unacceptable behaviour.”

Developing a Code of Behaviour: Guidelines for Schools, Chapter 11, NEWB p71.

The Principal in consultation with the BOM may impose a period of suspension (1-3 days) in the event of:

- Pupil's continued presence in the school at this time constitutes a threat to his/her own safety and the safety of others in the school community
- Pupil's behaviour has had a seriously detrimental effect on his/her own education and the education of other pupils
- Pupil is responsible for serious damage to school property
- A single incident of serious/gross misconduct may be grounds for suspension
- Continuous unacceptable behaviour
- Aggressive, threatening or violent behaviour towards a member of staff/pupil
- False allegations made against a staff/pupil
- Online slander made against staff, pupil or school
- Leaving the school grounds without permission

If previous stages are exhausted or there is a single incident of gross misbehaviour the Principal may impose an immediate suspension or request a meeting with the parents.

If the Board of Management decides to suspend a pupil the Principal will inform the parents in writing of the decision to suspend. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- The arrangements for returning to school including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour and/or drawing up a behaviour plan)
- The provision for an appeal to the Board of Management

Where an **immediate** suspension is warranted for reasons of safety, a preliminary investigation will be conducted. Formal investigation will follow the imposition of suspension. In the case of an immediate suspension, parents must be notified and arrangements made with them for the student to be collected.

While it is the Board of Management that has the authority to suspend, this authority has been delegated to the Principal of the school for periods of up to 3 days. In exceptional circumstances a suspension longer than three days may be proposed by the Principal. This proposal must have the approval of the Board of Management. However the Board of Management may authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions

APPEAL

- Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

GROUNDS FOR EXPULSION

- This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.
- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Stealing
- Serious damage to property
- Serious false allegations made against a staff/pupil through online slander

AUTOMATIC EXPULSION

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Possession of illegal drugs
3. Supplying illegal drugs to other pupils in the school
4. Actual violence or serious physical assault
5. Serious threat of violence against another pupil or member of staff

PROCEDURES IN RESPECT OF EXPULSION

1. Detail investigation by school Principal
2. Recommendation by Principal to BoM
3. BoM considers Principal's recommendation and holds hearing
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision

ROLES AND RESPONSIBILITIES

In school management and staffs

RATIFICATION AND COMMUNICATION

State when the BoM officially ratified the policy. Make provision for the circulation of the ratified policy. Provide the policy to all new applicants on enrolment.

REVIEW DATE

This policy will be reviewed as requested or required.

Signed _____ Chairperson, Board of Management

Signed _____ Principal

Date _____

Appendix 1

Consequence Sheet

Date:

Dear Parent,

A consequence sheet has been sent as your child has not followed the golden rules on 3 or more occasions on yard this week.

OR

A consequence sheet has been sent home as one serious incident took place on yard this week.

GOLDEN RULES

- We are gentle/We are kind and helpful/We listen/We work hard/We look after property

Your child engaged in the following behaviour:

Behaviour	Date	Witnessed by/Reported to
Hitting		
Kicking		
Spitting		
Name calling		
Using bad language		
Leaving assigned designated area		
Not following instructions from staff		
Being rude or insolent towards staff		
Damage to property		
Graffiti		
Other		

Your child has been assigned additional work which needs to be completed and returned to the class staff (2nd to 6th class). Please sign the sheet and return to the class staff.

Le gach dea ghúí,
Violet Molloy,
Príomhoide

Signed: Parent(s): _____

Behaviour Plan

Step 1: Identify Negative classroom Behaviour

A:
B:
C:

Step 2: What do you think is the function of the behaviour?

Sensory:
Escape:
Attention:
Thing:
Diagnosis:
Anxiety:
Communication:

Step 3: Identify the desired opposite behaviour you want to see?

A:
B:
C:

Step 4: Identify proactive strategies

A:
B:
C:
D:
E:
F:
G:

Step 5: Select specific incentives to promote desired behaviour

A:
B:
C:

Signed:

Date: