St. Ita’s and St. Joseph’s Primary and Post-Primary School

Code of Behaviour
### Steps followed in drawing up this policy:

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| ① | Review and Research | ▪ The Audit Checklist from NEWB was completed by the principal  
▪ More specific procedures in relation to interventions, suspensions and expulsions were identified as being necessary for the code of behaviour  
▪ The aims for the policy were taken form the draft policy previously in the school as they were still applicable  
▪ The following policies will also need to be reviewed: Anti Bullying, Attendance, Homework, and SPHE.  
▪ The *Developing a Code of Behaviour: Guidelines for Schools* was made available to all staff members for consultation during the review process  
▪ The principal consulted with procedures that other schools had put in place and guidance and counselling was an intervention mentioned as a way of facilitating pupils |
| ② | Consultation | ▪ Teachers, parents, pupils, special needs assistants, the education welfare officer and the Board of Management were consulted during this process. |
| ③ | Preparation of draft policy | ▪ St. Ita’s and St Joseph’s is a unique school in that it is a special school and alternative methods will have to be outlined for pupils according to their disability |
| ④ | Circulation | ▪ The draft policy already in the school was circulated to all staff members and comment was asked for in relation to the guidelines |
| ⑤ | Ratification and Communication | ▪ The policy was presented to the Board of Management for ratification.  
▪ The ratified policy was communicated to members of the school community.  
▪ The policy will be provided for all new applicants on enrolment |
**Introductory Statement**

The auditing of the draft school policy in the school began in September 2009 and the policy was ratified by the Board of Management on 10th of December 2009. Section 23 of the Education (Welfare) Act 2000 requires the Board of Management to consult with the principal, teachers, parents and the educational welfare officer in preparing the code of behaviour. The principal contacted the Education Welfare Officer at the beginning of the process, and she recommended that the Code of Behaviour be very clear in relation to procedures. The draft school policy already in the school was given to the staff for comment. *The Developing a Code of Behaviour: Guidelines for Schools* was made available for all staff members to consult during this process. The Guidelines also highlight, as a matter of good practice, the importance of including students in the consultation (p.12 Guidelines). The principal addressed all pupils at assembly and requested that they speak to and share their opinions about the Code of Behaviour with the student council representatives in their class. The principal then consulted with the student council representatives in relation to the draft code of behaviour and how it could be improved. All parents were then invited to include any comments that they might have in relation to the code on an information sheet sent to parents prior to the Individual Education Planning meetings in the school. All parents were also invited to the parents committee meeting in the school on the 4th of December 2009 at which the draft code of behaviour was discussed. The final draft was given to all members of staff for comment on the 9th of December. This policy has been reviewed on a number of occasions since that time.

**Rationale**

It was deemed necessary to review the draft code of behaviour 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

- To ensure that the pupils in St. Ita’s and St. Joseph’s will bring an attitude of respect and tolerance forward into their adult lives.

**Relationship to characteristic spirit of the school**

The purpose of this policy is to allow the school to function in an orderly and harmonious way. The code will enhance the learning environment where children can make progress in all aspects of their development. The principal, staff, and Board of Management of St. Ita’s and St. Joseph’s School are committed to the principle of providing a holistic education to all its students in an environment of care and safety. This incorporates the
promotion of acceptable behaviour patterns which the students will carry into their adult lives. Recognising the intrinsic value and importance of co-operation between home and school we endeavour in St. Ita’s and St. Joseph’s to provide clear guidelines as to the expected behaviour pattern of those who attend our school. This can only be achieved when there is a high level of respect and co-operation between staff, parents and pupils. The school crest states that “Through Perseverance we Succeed” and all the staff and pupils should be committed to support positive behaviour in St. Ita’s and St. Joseph’s.

**Aims**

By introducing this policy, the school hopes:

- To ensure an educational environment that is guided by our mission statement
- 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 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 in so far as is possible throughout the school taking into consideration the special needs of the pupil
- To ensure that the learning environment in the school is conducive to the development of self-esteem for all pupils.
1. Guidelines for behaviour in the school

2. Whole school approach to promoting positive behaviour
   - Staff
   - Board of Management
   - Parents
   - Pupils

3. Positive strategies for managing behaviour
   - Classroom
   - Playground
   - Other areas in the school
   - School related activities

4. Rewards and sanctions
   - Rewards and acknowledgement of good behaviour
   - Strategies for responding to inappropriate behaviour
   - Involving parents in management of problem behaviour
   - Managing aggressive or violent behaviour

5. Suspension / Expulsion
   - Suspension
   - Expulsion
   - Appeals

6. Keeping records
   - Class
   - Playground
   - School records

7. Procedure for notification of a pupil’s absence from school

8. Reference to other policies
1. Guidelines for behaviour in the school

The Education Welfare Act, Section 23, states that the code of behaviour shall specify "the standards of behaviour that shall be observed by each student attending the school". Ch. 6 Setting standards of behaviour, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008 offers guidance on setting standards and using those standards to promote good behaviour.

- The guidelines for behaviour in St. Ita’s and St. Joseph’s reflect our mission statement and include:
  - Each pupil is expected to be well behaved and to show consideration for other children and adults
  - Each pupil is expected to show respect for the property of the school, other children’s and their own belongings
  - Each pupil is expected to attend school on a regular basis and to be punctual
  - Each pupil is expected to do his/her best both in school and for homework activities
  - Each staff member is expected to show respect for staff and pupils
  - All staff are expected to support each other in the implementation of the code
  - Each staff member is expected to respect the confidentiality of all students when behaviour is being reported or discussed

- As this is a special school factors influencing children’s behaviour will have to be considered and accommodated where appropriate. The disability of the pupil and the context leading up to and after the behaviour will be taken into account in making decisions around interventions, rewards and sanctions. There is a focus on intervention and how each pupil can be accommodated in so far as is within the resources of the school to do so. The facilitation of other outside agencies may be necessary from time to time to facilitate the behaviour of every pupil in the school.

Section 23 (4) of the Act further states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school’s code of behaviour and that the principal ‘may, as a condition of registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child’. This has been implemented in the school in the past and will continue to be the case.

2. 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: all policies will continually be reviewed in this school
- Teamwork and an inclusive approach are necessary to facilitate positive behaviour in any school. Thus, a consultative process included all of the school community in reviewing this policy.
- A whole-school approach to curriculum and classroom management
- A systematic process for planning and reviewing the behaviour policy will take place as appropriate so as to consider legislation and both pupils and staff will be consulted.

Ch. 5 of the Guidelines outlines the necessity of a whole-school approach to the code of behaviour, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008
A whole school approach was seen as necessary in St. Ita’s and St. Joseph’s School and thus all staff members, parents and pupils were consulted in the formulation of this policy. A Student Council was established in the school on the 02/10/09 in order to facilitate ongoing discussion with all pupils. Individual Education Plan meetings were arranged for 09/11/09 -13/11/09 and the 16/11/09 – 20/11/09 in the school to facilitate this process also. The principal and the school psychologist attended some of these meetings, the class teachers were also present, and all parents/guardians were invited. If the parents/guardians were unable to attend they were asked to contribute via the information sheet for the IEP meetings. An information meeting was organised for the first week in December. Each parent was invited to attend these meetings at which the policy was to be reviewed. Parents did not contact the school in relation to this, so all parents were invited to participate in a parental committee meeting on 04/12/09. The draft code was discussed at this meeting. Parents had been given a copy of the draft code prior to the meeting. The necessity of a whole school approach was seen as essential for the effective implementation of the code of conduct in our school.

**Staff**

Teachers and other staff members play important roles in the review and updating of the code. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community (p. 16 Guidelines).

The code of behaviour is left in the staff room for staff to deepen their understanding of the factors that affect behaviour and that help students to change behaviour where appropriate (p. 29 Guidelines).

It is the responsibility of each class teacher to remind all new pupils in their class about the Code of Behaviour and to ensure that the pupils in their class are familiar with the sanctions and rewards outlined in the code of behaviour (It is the duty of the parents to have explained these to their child). The code of behaviour will also be highlighted at assembly and at student council meetings by the principal when appropriate.

To confirm that all school policies and practices support the objectives of the code of behaviour (p. 32 Guidelines) the staff in St. Ita’s and St. Joseph’s

- Have discussed the code at staff meetings
- The code is given to all parents/guardians of enrolling students so they can sign an agreement to the code
- A copy of the policy will be given to any new staff members
- The IEP/Behaviour Plan where appropriate includes behavioural targets for some pupils.

The school’s RSE 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 skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

- The RSE programme is co-ordinated by a post-holder in the school
- The post-holder provides education for all pupils in relation to this area throughout the school
- Physical education activities are organised by a post-holder in the school to foster the self-esteem of the pupils in this school
Staff have been offered Team Teaching Training which supports positive behaviour in school. It also trains staff on how to intervene in the correct manner if physical intervention is ever necessary i.e. where children may be a health and safety risk to themselves or others. Please see our Physical Intervention Policy for details.

**Board of Management**

The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board in St. Ita’s and St. Joseph’s play an active role in exploring the kinds of relationships and behaviours that reflect the school’s ethos and responsibilities.

The Board are aware that it is necessary for all of the school community to have the opportunity to be involved in work on the code of behaviour. The Board of Management have formally recorded the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed as appropriate. (p. 15 Guidelines)

The Chairperson of the Board of Management was made aware that the last code of conduct in the school needed to be reviewed in line with recent legislation. The principal informs the board of all matters concerning curriculum and behaviour in the school at the Board of Management meeting where appropriate. The Board of Management supports the staff in this area by ensuring that training is applied for from the SESS in relation to behaviour. The Board of Management has procedures in place to deal with serious breaches of behaviour. These procedures are outlined later in this document. The Board Management has offered Positive Behaviour and Physical Intervention Training to staff. The Board of Management advocate support and requests for training from staff on a continual basis.

**Parents**

The code of behaviour is more likely to work well where parents have meaningful ways of contributing to the development or review of the code. Their involvement will draw on their expectations, insights and experience. It will help to underline their responsibilities for their children’s behaviour. (p. 16 Guidelines)

Co-operation between staff and parents is encouraged through IEP and information meetings in the school. If the parents were unavailable to attend this meeting, they were asked to fill out an information sheet which included an input section for their thoughts on the code of behaviour. Class teachers also maintain phone contact with parents for some students where appropriate. To include parents in the formulation of this policy a representative body of parents was invited to the school to discuss the draft code of behaviour. However, it was noted that final authority rested with the Board in accepting such amendments in line with *Developing a Code of Behaviour: Guidelines for Schools* (2008).

It will be necessary for the new the code of behaviour to be communicated to parents on the enrolment of their child. It is expected that parents will support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour. This is necessary to ensure that it is possible for both the school and the parents to work together in supporting the needs of every child. It is the responsibility of the parent(s)/guardian(s) to ensure that their child is familiar with the rewards and sanctions outlined in the code. Parents are also required to:

- ensure that their children attend school regularly and punctually
- encourage their children to do their best and to take responsibility for their work
be aware of and co-operate with the school’s rules and system of rewards and sanctions
ensure that they support all school policies and request information on any policy, from the principal, if it is required
encourage their child to have respect for themselves and others
return calls made by the school regarding their child
ensure that the school is able to contact them on the phone numbers they have given to the school
attend meetings at the school if requested
help their children with homework and ensure that it is completed and signed
support the school in the implementation of the code of behaviour
ensure that their child always wears the school uniform
ensure their children have the necessary materials for school.

Pupils
Pupils are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process (p. 16 Guidelines)
The students have been consulted through the student council regarding the code of conduct. Pupils offer their opinions on all aspects of school life through the chosen representative on the school council. The support of positive behaviour is also affirmed during assemblies throughout the year. Positive behaviour is rewarded, and this is covered in a later section. The school also has a peer mentoring system for new pupils.
The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place. (Managing Challenging Behaviour, Guidelines for Teachers INTO 2004: 5)
Pupils are also required to follow the school guidelines while attending school tours, games and extracurricular activities as well other school-linked events such as visits to the all-weather soccer pitch.

3. Positive Strategies for managing behaviour

Classroom
These are some positive strategies which the staff use to effectively manage behaviour in the classroom. e.g.:
- “Ground rules”/ behavioural expectations in each class that are consistent with the ethos as expressed in the code of behaviour and which sets a positive atmosphere for learning
- Pupil input in devising the class rules
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour, the disability of the child and the context of the behaviour should always be considered in this regard
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
Playground

Staff also incorporate strategies to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour. e.g.:

- There is concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted. These are communicated to pupils by their class teacher and SNA.
- Two teachers and SNA’s facilitate with the supervision of pupils during break times. There is a rota for the lunch-room, corridors and playground that is followed by all staff.
- All pupils have to be visible at all times and pupils are not allowed enter any part of the playground where they cannot be seen by the staff.
- The pupils are required to leave the assembly hall, one class at a time and in the correct order starting with row one.
- Zones have been created within the playground and there is one basketball court where soccer is played as well as a football pitch where football is played.
- The SNA’s and the teaching staff ensure that all areas in the playground are observed at all times.
- There is also a rota for wet days where the pupils are allowed to stay in the lunch-room or designated classrooms to eat their lunch as a hot lunch is served every day in school.
- When pupils are finished their lunch, they are allowed go to the playground where a staff member is there to supervise as they enter the playground. When the breaks are over the pupils’ line up in their classes and are left in class by class under the direction of staff.
- Pupils who remain inside are accompanied in a classroom by a member of staff.
- If an incident of misbehaviour occurs during the break-time this is recorded by the staff member who observed the behaviour in the incident book which is kept in the office.

Other areas in the school

All pupils have to walk in corridors and there are posters which affirm positive behaviour and respect for others to be seen in on the walls in public places around the school.

On the bus

A sign with visual cues which outlines the four rules on the bus has been given to all bus escorts. The bus escorts have been instructed to note all behaviour in a notebook which has been given to them. The principal signs this at the end of week. The pupil with the best behaviour will gets a prize at assembly at the end of each week.

School related activities

Standards and rules contained in the code of behaviour would usually apply in any situation where pupils are still the responsibility of the school. Positive behaviour as outlined in school (later section) is also expected for school tours, games and extracurricular activities as well as other school-linked events.
4. Rewards and Sanctions

Rewards and acknowledgement of good behaviour

To complete this section of the policy, Ch. 7 Promoting good behaviour, *Developing a Code of Behaviour: Guidelines for Schools*, NEWB, 2008 was referred to and the following was deemed appropriate for our school.

**Strategies to encourage and promote good behaviour in our school:**

- all pupils were involved in the process of rewards for good behaviour through the student council
- the students on the council speak for all students in the school and understand why the code is important and their part in making it work and they can see that the code works in a fair way
- there are standards that set high expectations for student behaviour and include respect for others, courtesy, and doing one’s best in class
- the standards are clear, consistent and widely understood
- parents are expected to support the school by encouraging good behaviour
- positive relationships between teachers, parents and students create a happy school atmosphere and are essential in making the code work
- adults model the behaviour that is expected from students
- positive everyday interactions between teachers and students
- good school and class routines
- clear boundaries and rules for students
- helping students themselves to recognise and affirm good learning behaviour
- recognising and giving positive feedback about behaviour
- exploring with students how people should treat each other
- expectation for positive behaviour are addressed during assembly when appropriate
- rewards are given at assembly (where appropriate) for positive behaviour
- good news regarding positive behaviour is related to parents through the homework diary, IEP and parent/teacher meetings as well as phone calls and letters.
- there is an open door policy at St. Ita’s and St. Joseph’s where the parents can speak to the principal on the phone at any time or make an appointment for a meeting
- The student council have requested that they be given blue cards by their class/subject teachers for excellent behaviour. They may produce these in exchange for an evening off homework for the teacher in question.
The reward system for positive behaviour which has involved consultation with students, staff and parents is outlined below:

| Excellent behaviour on the bus | Bus escorts inform the principal of excellent behaviour which results in a green card being issued to the pupil in question |
| Excellent behaviour in the class/yard/lunch room: applying themselves to their work and completing homework | If excellent behaviour is displayed throughout the week, the class teacher will nominate a pupil who will receive one of the following: homework off for one evening; allocated time for an activity of choice etc |
| Pupil who has demonstrated the best behaviour for each term and each year or has been kind or helpful to others without being asked | Certificate ceremony at assembly at the end of each term and the pupils concerned will be treated to a trip down town or to the cinema during the last week of term. |
| A significant improvement of behaviour: over the school term | A certificate to be given at the end of each school term |
| Coming prepared with correct sports wear to PE lessons and/or always being organised in class and/or demonstrating care and respect for own and school property | No homework one evening in the month |

**Strategies for responding to inappropriate behaviour and involving parents**

To complete this section of the policy it was necessary to refer to Ch. 8 Responding to inappropriate behaviour, *Developing a Code of Behaviour: Guidelines for Schools*, NEWB, 2008

The Education (Welfare) Act 2000, Section 23, states that a school must outline ‘the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined’.

As recommended by the *Code of Behaviour: Guidelines for Schools* there is a problem solving approach to inappropriate behaviour in this school. The *Guidelines* also recommend that the sanctions for inappropriate behaviour are listed and incorporate a ladder of intervention e.g. initially misbehaviour should be dealt with by class teacher by way of warning and/or advice but, if it is more serious or persistent, the parents may be involved. It will be necessary for the principal and or Board of Management to be involved for more serious inappropriate behaviour.

**Problem Solving Approach**

- Information is gathered so that all concerned can try to understand the behaviour and why it has occurred. This may include notes kept by the teacher/principal and incident report forms. ABC charts are kept by staff working in the Autism Unit in the school.
- Advice is sought from parents of the pupil in question.
- Advice is sought by relevant professionals where appropriate.
Interventions/sanctions are implemented and recorded on the incident report.

The agreed ladder of intervention as outlined in the box below are implemented by all staff consistently.

It is acknowledged that there may be a settling in period at the beginning of a school term for students and this will be taken into consideration for pupils when implementing the code.

The intervention of the strategy will be reviewed if it is not working and alternative strategies put in place.

**Ladder of intervention**

- Each teacher will record minor incidents (listed in appendix 1: list not exhaustive) of misbehaviour. Facts only will be recorded and not opinions. Staff and pupils will be identified by numbers only. A copy of these numbers will be available for staff. The only name to appear on the notebook is the pupil that it concerns. The language will focus on the behaviour. The record will note interventions tried and how the student has responded to them. If minor misbehaviours occur on more then five occasions then the class teacher will ring the parents to ask how they can work together in supporting the child. The interventions/sanctions discussed are recorded by the teacher in the class notebook. How the child is responding to the sanctions/interventions will be recorded.

- Any incidents on yard or during break times which are of minor or serious behaviour are documented in the supervision log book (or incident report sheet) in the office. The incident report sheet should be referenced in the yard book so as to avoid duplication. This is completed by the staff member who observed the misbehaviour. The sanction for misbehaviour on yard will involve the pupil being kept in and supervised by an SNA for the following break. This will be arranged by the teacher on duty.

- Where a serious incident (listed in appendix 2: this list is not exhaustive) of misbehaviour occurs the interventions listed in appendix 2 are implemented and if the behaviour continues it is reported to the Deputy Principal and a yellow card is issued to the pupil. Once a yellow card has been issued the class teacher decides the intervention/sanction. This is documented on the incident report sheet along with the sanction and the comment of the pupil as indicated on the sheet. The incident report sheet is filled out by the staff member who observed the misbehaviour. The staff member who observed the incident will give the incident report sheet to the class teacher before he/she phones the pupil’s parents/guardians. The sanction/intervention is documented by the class teacher. How the child responded to the intervention is also documented.

- Where appropriate the personal response sheet is filled out by the pupil. Both the incident sheet and the personal response sheet are handed into the secretary where they will be filed for the Principal’s records.

- If a report sheet has to be filled out in relation to a pupil’s behaviour on a second occasion and all interventions have been put in place from the first incident an orange card is issued to the pupil. The class teacher will then ring the parents/guardians who will choose the appropriate intervention/sanction. The pupil is brought to the deputy principal who will issue the card and keep this on record. The pupil fills out a personal response sheet. The class teacher chooses an appropriate sanction and/or intervention (listed in appendix 2) The class teacher is asked to take into account the disability of the pupil and the context within which this occurred before implementing a sanction or intervention. This is recorded by the class teacher on the incident report sheet. Both the personal response sheet and the incident report sheets are handed into the secretary by the class teacher for the principal’s records.
If a report sheet has been filled out in relation to a pupil’s behaviour on a third occasion and all interventions/sanctions have been put in place and the pupil has not responded appropriately this is brought to the attention of the principal who will then issue a red card to the pupil. The principal will ring the parents/guardians to ask them to attend a meeting to discuss a way forward in supporting the child. Whatever interventions/sanctions are discussed will be recorded and put in place.

If the parents/guardians cannot be contacted a letter will be sent requesting a meeting with the principal and the class teacher (if appropriate).

If the parent cannot attend it will be possible to hold the meeting over the phone.

It is vital that the parent(s)/guardian(s), the pupil and the staff can work together in supporting the child and ensuring the safety of all pupils in the school.

If a way forward cannot be found, where the principal has tried to contact the parents/guardians, on at least three occasions or where the pupil continues on an ongoing basis, to put the health and safety of others at risk, it will be necessary for the principal to contact relevant support services/external professionals outside the school where appropriate.

The advice of the support services/external professionals will be implemented.

If following the advice of the support services/external professionals, the misbehaviour persists, the Chairperson of the Board of management will have to be contacted in relation to the matter. He will then decide how to proceed.

Please note: from March 2013 the school is utilising a digital system (please see server for exact details) to record behaviour. This digital system will eventually replace the written incident reports which are currently completed by staff. Where incident reports are mentioned in this policy they will eventually refer to the digital programme which is available on our school server.

Contact with Parents

It is of the utmost importance that parents are contactable in relation to the education and safety of their children. On a rare occasion that a pupil may be disturbing the learning of other pupils, parents may need to be contacted either by phone call and/or text. In the event where we cannot contact the parents/guardians of the child in question, the child may need to be secluded from other children for the safety of themselves and others. Where parents cannot be contacted, other external supports such as the Health Service Executive, Gardaí and the Education Welfare Board (the list is not exhaustive) may be contacted to support the school to ensure the safety of all pupils concerned.

Managing aggressive or violent misbehaviour

- The strategies that are used for dealing with serious emotional and behavioural problems are included in appendix 2. However they may also include:
  - The child is referred to clinical psychological services where appropriate
  - The child is referred for counselling where appropriate
  - The child is referred to external professionals where appropriate
  - Appropriate support is sought from services available e.g. Health Service Executive, Liaison Officers, SEN0
  - Immediate involvement of the parent(s)/guardian(s) will be necessary
  - Implementation of the Physical Intervention Policy

The care team in the school includes the principal and the deputy principal. Professional development for all staff is advertised on the staff notice board and on what’s app for staff who wish to be included. In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff it may be necessary to implement the Physical Intervention Policy. Where interventions
have not worked it will be necessary for the Board of Management to consider suspension and in extreme cases expulsion. In the event where the health and safety of pupils or staff may be at risk the Principal has the authority to make a decision in relation to the best course of immediate action to be taken and an immediate red card may be warranted in these situations. This can only be issued by the principal or vice –principal if the principal is absent. In such cases the parent/guardian will be expected to attend a red card meeting with immediate effect. If the parent cannot attend it is possible for a red card meeting to be held over the phone or at an alternative location where the parent/guardian can attend. The implementation of the Physical Intervention Policy may also be necessary to ensure the health and safety of the pupils and staff.

5. Suspension / Expulsion

In drafting procedures in relation to suspension and expulsion, the school has referred to Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

- Ch. 10 Suspensions and expulsions: legal and procedural requirements
- Ch. 11 Suspension
- Ch. 12 Expulsion

The legal context is explained on p.66 of the guidelines. The entitlement to education is protected in a range of constitutional and legal provisions and in Human Rights Conventions. These legal protections for the individual student’s right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court. St. Ita’s and St. Joseph’s is required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in this code of behaviour. These are outlined below.

Suspension

The school has referred to pages 70-78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008 in relation to suspension. It is also important to note that:

The policy on procedures for the use of suspension has been approved by the Board of Management and are in line with Developing a Code of Behaviour: Guidelines for Schools. The policy has been widely communicated with all members of the school community. The procedures for investigation and decision-making regarding suspension and expulsion are:

Once the Principal has been notified and the ladder of intervention has been followed, the Principal will contact the Chairperson of the BOM to inform him of the situation. If the chairperson deems it necessary he may request from the principal the conclusions of any investigation made regarding the pupil. Great care will be taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence. Pending the results of the investigation the Chairperson may deem it necessary for the suspension to have immediate effect and will instruct the principal to contact the parents of the pupil concerned as well as the pupil and to inform them of the situation after which they will be given an opportunity to respond. Where the principal is unable to contact the parents via phone reasonable attempts will be used to contact the parents/guardians. The facilitation of outside support agencies may be necessary if the principal is unable to contact the parents/guardians directly. Where a suspension of over three days is concerned the Board of Management will have to meet to decide on the outcome. However as outlined in the NEWB Guidelines, if there is an issue with regard to Health and Safety it may be necessary for the Principal to take immediate action until the next
Board meeting and where the Board is unable to convene in time a suspension of up to five days can be put in place by the Principal. The factors which should be considered prior to a suspension are outlined on page 72 of the Guidelines and should be consulted before suspension is considered. If a pupil has been issued a red card, suspension will be a consideration for those concerned in line with the guiding principles outlined in this Code of Behaviour.

**Offences which warrant suspension include:**

- Physically assaulting another person
- Stealing or vandalism of property
- Leaving school without permission
- Repeated minor misbehaviour
- This list is not exhaustive and the disability of the pupil and the context of the behaviour will be taken into account

The principles of ensuring *the right to be heard* and *the right to impartiality* apply in all cases. However the parents/guardians will have to be available for contact with the school and should show a willingness to support the staff in the implementation of the Code of Behaviour.

The right to be heard means that a student who has undertaken the alleged misbehaviour and their parents are fully informed about a situation and the processes that will be used to investigate and decide the matter; and that they must be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. However they have to make themselves available for meetings with the principal if requested in order to ensure that they are heard. Absence of bias in the decision-maker would mean, for example that if the child of the principal was accused of misconduct that might warrant suspension or expulsion, the principal would not be involved in the decision. Similarly, if the child of a member of the Board of Management was accused of misconduct, that parent would absent themselves from the Board for any consideration of the matter by the Board. The principle of impartiality in decision-making means it is preferable that, where possible, the principal arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the principal. The principal is then free to take a view about whether the student did engage in the behaviour and about the sanction, based on the report of the investigation. Where circumstances require the principal to conduct the investigation as well as making a finding and proposing the sanction, she must not only act fairly but be seen to act fairly. It is incumbent upon the principal to review the investigation to ensure that it has been fully and fairly conducted. It should be evident to the student, parents, staff and other students that the principal, is basing her decision, in an objective way, on the findings of the investigation. The person alleging the misbehaviour, or who is a victim, or a witness should not usually conduct the investigation. Thoughtful application of professional judgement and knowledge of the requirements of fair procedures will generally guide decision-making about suspension and expulsion. However, in circumstances of particular complexity, school authorities may need to seek legal advice to support their decision-making. The principal will inform the parents and the pupil of their right to appeal the suspension. A review will be conducted by the Board of Management as necessary regarding the use of suspension in the school.
**Involving the Gardaí**

Where allegations of criminal behaviour are made about a student, these can if appropriate be referred to the Gardaí who has responsibility for investigating criminal matters. The Juvenile Liaison Officer will advise the school if necessary.

If it is necessary for a suspension to take place, the bus on which the child comes to school will be asked not to collect the pupil on the days that the suspension has been imposed. However the details of the absence will be kept confidential.

The Streetwise Programme operated by the Community Guard may be offered as a form of intervention for pupils.

**Expulsion**

Under the Education Welfare Act, 2000, ‘A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer’ (Section 24(4)) It is the right of a Board of Management to take ‘…such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.’ (Section 24(5))

Refer to pages 80-87, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

The grounds for expulsion:

Expulsion should be a proportionate response to the student’s behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent, Mental Health Services, National Council for Special Education).

A proposal to expel a student requires serious grounds such as that:

- the student’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student’s continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the school has tried a series of other interventions, and believe they have exhausted all possibilities for changing the student’s behaviour.
Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that will result in a proposal to expel on the basis of a single breach of the code include:

- supplying illegal drugs or alcohol to other students in the school
- physical assault causing bodily harm to a student or staff member
- carrying a weapon onto school property
- sexual assault.

Appeals

You are entitled to appeal any decision taken regarding a suspension or expulsion in writing to the Board of Management.

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

- The principal will inform parents/pupil of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion.
- The principal will facilitate any appeal process which is being investigated by the Dept. of Education and Science and will fill out the relevant documentation (Section 12, Circular 22/02 – Processing of an Appeal)

Keeping records

All records in relation to a pupil’s behaviour are kept by the class teacher, deputy principal and principal where appropriate.

Behaviour which has been observed yard will be kept in the yard book and or/incident report form where appropriate.

From the time of ratification of this policy all records are written in a factual and impartial manner.

This is line with recommendations about documentation pertaining to appeals under Section 29.

Procedures for notification of pupil absences from school

Section 18 of The Education Welfare Act, 2000, stipulates that parents must notify the school of a student’s absence and the reason for this absence. All records of absences
and procedures to be followed are kept by the teacher with a special duties post in relation to this area. These are sent to the relevant authorities on an annual basis.

**Equality**

During the Equality Review in our school it was recommended that we should include the following in all our school policies and plans in the future:  
Our school will not discriminate on any of the nine grounds named in the Equal Status Act and any processes and procedures will not be applied in a discriminatory way. The school is committed to positive action for those who are disadvantaged or who need assistance that others do not need and the school should be alerted to the fact that support is needed so it can be put in place. Discrimination under the nine grounds or harassment including sexual harassment is prohibited in our school.

**Other School Policies**

These school policies also have a bearing on the code of behaviour e.g.

- SPHE Plan
- Anti-bullying
- Enrolment
- Record Keeping
- Health & Safety
- Equality

These policies are also subject to continual review in our school.

**Success Criteria**

Identify some practical indicators of the success of the policy

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils
- Suggestions to continually improve school policy should be notified to the principal or deputy principal in writing and will be considered when reviewing the policy in the future.
Roles and Responsibility

The Board of Management is ultimately responsible to ensure that the policy is up to date regarding legislation. All staff members are responsible for the implementation of the policy. The code will be discussed regularly with all pupils. All new parents of the school will be required to sign the Code of Behaviour before their child is enrolled in the school.

Implementation Date

From the 11th of December 2009.

Timetable for Review

The code will be reviewed by October 2010. It has been suggested by the parents committee that an identity card should be kept by all pupils in the school. This will outline some facts about the pupil concerned i.e. that the pupil could be deaf in one ear and this may affect their ability to understand instruction or that the pupil when requesting a time out may need it immediately and may request to give the explanation for the need of a time out at a later time. This will facilitate in the consideration of factors that affect the pupil’s behaviours when deciding on interventions and/or sanctions. It has been suggested that this card be drawn up by the pupil, class teacher and parent at the Individual Education Planning meetings if required. However, if parents feel it would support their child in the interim they are welcome to devise the card before this time and communicate this to the class teacher.

Ratification & Communication

The final draft of the policy was given to all staff on the 09/12/09.

This policy was officially ratified on the 10/12/09. The ratified policy was also forwarded to the patron for comment

The ratified policy was posted to parents on the 11/12/09.

The last code of behaviour has already been signed by the parents/guardians for the pupils currently in the school. Therefore, it is understood that the parents/guardians and pupils are in full support of the reviewed Code of Behaviour unless directly stated to the principal on or before the end on the school day on the 15/12/09.

It has also been suggested that a condensed copy of the code with visuals be communicated to pupils through posters on the walls and perhaps a short visual version of the code be given to pupils. The principal will complete work in this regard with the student council on a phased basis over the coming year.

This Code has been reviewed at the Whole School Planning Day: the main change is that the class teacher will choose the sanction/intervention at the yellow card stage and the parent at the orange card stage. Parents have been notified of this by letter. This is to be ratified by the BOM on the 30th of August.

Due to an innovative digital system being used to monitor behaviour in our school a note has been added in this regard on the 12/04/13 and was ratified by the BoM.

The Code of Behaviour was reviewed by staff in December 2015 and January 2016, after consultation with staff and pupils it was agreed that the interventions/sanctions for the yellow; orange and red card should be made explicit in so far as possible. An additional list in appendix four outlines the interventions and sanctions that are definite at each
stage. However, the lists are not exhaustive and additional sanctions/interventions that are outlined in other appendices may also be applied in addition if necessary. The new edition of our Code of Behaviour was ratified by the BoM on the 25/02/16.

The Code of Behaviour was reviewed again by staff in January 2017. A section has been added on how to support the pupil in the event a parent cannot be contacted. This edition was ratified by the BoM in February 2017. The Code of Behaviour was reviewed by staff from February - March 2019 and ratified by the BoM in 4th of April 2019.

Reference Section

- Education (Welfare) Act, 2000
- Education Act, 1998
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
  1. Permanent exclusion from a school
  2. Suspension
  3. Refusal to enrol
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
- Stay Safe and Walk Tall Programmes
- INTO (2006) Towards Positive Behaviour in Primary Schools
- INTO (1995) Enhancing Self Esteem
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership.
- Working Together – to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education
Appendix 1

Minor Misbehaviours

This list is not exhaustive

- leaving the classroom
- running in the hallway
- homework not completed
- answering back
- refusing to complete a task
- banging off furniture
- talking in class when supposed to be engaged in learning
- distracting others from their learning in class
- not leaving a room as instructed in a safe manner
- acting in an uncaring manner towards another person
- knowingly disrespecting a member of staff or another pupil
- speaking in an unkind manner
- disrespecting school property
- not following instruction
- use of inappropriate language

Some sanctions and interventions

This list is not exhaustive

- time out accompanied by adult
- time out within the classroom
- keeping the pupil apart from other pupils for a period of time
- kept in from yard
- parents take own child home for lunch
- apologising to the individual they have acted inappropriately towards
- completing a personal response sheet: restorative justice (dictated by child and written by staff if this is more appropriate)
- speaking with the pupil and asking them how their behaviour can be improved
- use of head phones for time out to calm the pupil
- extra home work during the week
- homework at the weekend
- kept back from school trips and excursions
- social skills training
- circle time
- use of specialised equipment
- visual time table
- referred to counselling
- guidance, counselling and pastoral care sessions in school
- individual tuition
- reduced time table
## Appendix 2

### Challenging/Serious Misbehaviours

This list is not exhaustive and will require the implementation of the Physical Intervention Policy

<table>
<thead>
<tr>
<th>Self-Injurious behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin picking/peeling</td>
</tr>
<tr>
<td>Scratching</td>
</tr>
<tr>
<td>Pinching</td>
</tr>
<tr>
<td>Cutting</td>
</tr>
<tr>
<td>Biting</td>
</tr>
<tr>
<td>Head/body banging</td>
</tr>
<tr>
<td>Punching</td>
</tr>
<tr>
<td>Slapping</td>
</tr>
<tr>
<td>Hitting</td>
</tr>
<tr>
<td>Kicking against others or objects</td>
</tr>
<tr>
<td>• Take to safe environment and remove potential dangers</td>
</tr>
<tr>
<td>• Use distraction techniques and try to engage the pupil in</td>
</tr>
<tr>
<td>a preferred activity</td>
</tr>
<tr>
<td>• Re-introduce child back to class when calm and ready to</td>
</tr>
<tr>
<td>participate</td>
</tr>
</tbody>
</table>

| Eye-gouging                                                  |
| • One staff member will stay with pupil                      |
| • One staff member will go to principal                     |
| • Principal will seek medical advice                         |
| • Incident will be recorded by the individual who observed   |
| the behaviour: this medical incident report will be kept by  |
| the class teacher                                            |

| Hair pulling                                                 |
| • Calm the pupil and talk to him/her                         |
| • Comfort the pupil                                          |
| • Take note of cause to prevent future incidents             |
| • Incident to be recorded by individual who observed the     |
| behaviour and the medical incident report will be kept by    |
| class teacher                                                |

| Self-induced vomiting                                        |
| • One staff member to stay with pupil                        |
| • One staff member will clean up, bearing in mind health     |
| and safety                                                  |
| • Principal to be alerted                                    |
| • Incident to be recorded in the medical report incident     |
| report and kept by class teacher                             |

| Inedible objects                                             |
| • Encourage pupil to remove object if in mouth               |
| • If not co-operating, a staff member will try to remove     |
| object                                                      |
| • If object is swallowed, staff member to seek immediate    |
| medical assistance and report incident to principal         |
| • A medical incident report sheet should be filled in and   |
| kept by class teacher                                        |

<p>| Deliberate breath holding                                   |
| • Try to calm the pupil by talking to them                   |
| • Distract them by giving them activity/food/drink           |
| • If this is not working alert the principal                |
| • Staff member who observed this to fill in a medical       |
| incident report to be retained by class teacher              |</p>
<table>
<thead>
<tr>
<th>Aggressive behaviour that physically harms</th>
<th>Non-Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pinching others</td>
<td>Lying down</td>
</tr>
<tr>
<td>Biting others</td>
<td>Use verbal/sign/visual/ gestures to say a definite no. Make clear to pupil that this is not appropriate behaviour</td>
</tr>
<tr>
<td>Scratching others</td>
<td></td>
</tr>
<tr>
<td>Punching others</td>
<td>Withdraw self or move injured pupil (do not pay too much attention to the incident as this may cause it to be repeated: do not feed the inappropriate behaviour</td>
</tr>
<tr>
<td>Slapping others</td>
<td></td>
</tr>
<tr>
<td>Pushing others</td>
<td>Remain calm</td>
</tr>
<tr>
<td>Pulling others</td>
<td></td>
</tr>
<tr>
<td>Kicking others</td>
<td>Explain according to the ability of the pupil in a low tone why this is not acceptable. It is important that you remain calm</td>
</tr>
<tr>
<td>Head butting others</td>
<td></td>
</tr>
<tr>
<td>Pulling others hair</td>
<td>Report this immediately to the deputy principal for the appropriate card and implement sanctions accordingly</td>
</tr>
<tr>
<td>Choking others</td>
<td></td>
</tr>
<tr>
<td>Using objects as weapons against others</td>
<td>Ensure that the incident report sheet and sanctions are recorded as outlined</td>
</tr>
<tr>
<td>Tearing others’ clothes</td>
<td>Non-cooperation</td>
</tr>
<tr>
<td></td>
<td>Give space for a few minutes</td>
</tr>
<tr>
<td></td>
<td>Ask and try to understand why the pupil is not co-operating</td>
</tr>
<tr>
<td></td>
<td>Repeat request in a calm manner</td>
</tr>
<tr>
<td></td>
<td>Model the behaviour you would like the pupil to follow</td>
</tr>
<tr>
<td></td>
<td>If the pupil is still not co-operating and you have tried to understand their behaviour and act accordingly then report to deputy and follow procedure a outlined</td>
</tr>
<tr>
<td>Resistance to teaching</td>
<td>Resistance to teaching</td>
</tr>
<tr>
<td></td>
<td>Switch subject matter and then expand when the pupil starts to co-operate</td>
</tr>
<tr>
<td></td>
<td>If resistance is extreme give space and wait</td>
</tr>
<tr>
<td></td>
<td>Remain calm at all times and avoid confrontation</td>
</tr>
<tr>
<td></td>
<td>Give the pupil time out</td>
</tr>
<tr>
<td>Disruptive, nuisance or threatening</td>
<td>Shouting</td>
</tr>
<tr>
<td>behaviour to others</td>
<td>Ignore behaviour if possible</td>
</tr>
<tr>
<td></td>
<td>Time out</td>
</tr>
<tr>
<td></td>
<td>Find out why pupil is engaging in the behaviour and address cause if appropriate</td>
</tr>
<tr>
<td></td>
<td>Follow procedures as outlined if the behaviour persists</td>
</tr>
<tr>
<td>Gestures or threatening harm</td>
<td>Gestures or threatening harm</td>
</tr>
<tr>
<td></td>
<td>Ignore the behaviour while ensuring all pupils safety and try to ensure that no injury can be caused by the pupil</td>
</tr>
<tr>
<td></td>
<td>Follow procedures as outlined if the behaviour persists</td>
</tr>
<tr>
<td>Mocking</td>
<td>Mocking</td>
</tr>
<tr>
<td>Teasing</td>
<td>Correct the pupil</td>
</tr>
<tr>
<td>Sneering</td>
<td>Let the pupil know that the behaviour is not appropriate and model the appropriate response</td>
</tr>
<tr>
<td>Personal targeting</td>
<td>If the behaviour persists follow the procedure as outlined in the policy</td>
</tr>
</tbody>
</table>
### Absconding

| From the class | • Remind the pupil of what they are supposed to be doing  
| • Ask the pupil to explain why they have absconded and try to understand why they have done so  
| • Follow procedure as outlined in policy  |
| From the school | • Remind the pupil that they have to remain in the school building  
| • If they ignore you alert the parents/guardians on the situation and report this to the deputy principal/principal where procedure as outlined will be followed  |

### Psychological Disturbance

| Emotional instability  
| Low function tolerance  
| Wants excessive praise and resents attention to others | • Stay calm and keep environment calm if possible  
| • Include pupil in group activities as much as possible  
| • Keep pupil busy  
| • When you feel the behaviour is about to occur or when it occurs a swift change of environment may reduce the impact or stop it altogether  
| • All staff working with the pupil should be aware of the circumstances or conditions that may lead to the pupil displaying this behaviour  
| • And avoid it where possible  
| • Have a reward system that works for the pupil  
| • And a time out corner which they have access to  
| • Have lost of variety in their educational programme  
| • Have activities they enjoy built into their time table  
| • Make the time table visual where appropriate  
| • Allow them to listen to music or stories with headphones: this will help to cut off excessive stimuli  |

### Ritualistic/Stereotypical behaviour

| Closes/open doors  
| Rearranged furniture  
| Hoards rubbish  
| Body rocking  
| Finger tapping  
| Hand waving | • Keep the pupil constructively engaged where possible  
| • Include time out or personal choice activity  
| • Include come type of relaxation in their day  
| • Remove where possible objects of obsession  |

### Inappropriate Sexual behaviour

| Stripping  
| Inappropriate exposure of body  
| Inappropriate handling of body parts  
| Sexual advances  
| Unsafe sexual behaviour or practices | • Keep hands otherwise engage where possible  
| • Clothes that are not easily removed should be recommended for pupil  
| • If possible do not react to inappropriate sexual behaviour as it may reinforce it: try to distract and transfer attention to something else if possible  
| • Alert principal to seek professional advice  |

### Destruction of School Property

| Damage to school property  
| Tearing, cutting, burning, throwing, kicking school property | • Place object out of reach if possible  
| • Keep classroom clutter free where possible  
| • Keep anything that may injure a pupil out of reach i.e. scissors  
| • Be conscious of personal space nad be aware of signs that might lead to this behaviour  
<p>| • Have a plan in place to remove pupil or other pupils to a safe place  |</p>
<table>
<thead>
<tr>
<th>Socially Inappropriate Behaviour</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deliberating</strong> defecating or urinating</td>
<td></td>
</tr>
<tr>
<td>Correct pupil. Show pupil a picture of a toilet and use the word toilet</td>
<td></td>
</tr>
<tr>
<td>Remove pupil to the bathroom</td>
<td></td>
</tr>
<tr>
<td>Clean up classroom</td>
<td></td>
</tr>
<tr>
<td>Praise pupil when they use the toilet and keep themselves clean</td>
<td></td>
</tr>
<tr>
<td>Focus on a positive activity</td>
<td></td>
</tr>
<tr>
<td><strong>Soiling</strong> wetting or vomiting when upset</td>
<td></td>
</tr>
<tr>
<td>If the activity is for attention seeking try not to reinforce it</td>
<td></td>
</tr>
<tr>
<td>Put try and focus on a positive activity instead</td>
<td></td>
</tr>
<tr>
<td>Clean pupil and classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Self induced regurgitating</strong></td>
<td></td>
</tr>
<tr>
<td>Ignore behaviour so as not to reinforce it</td>
<td></td>
</tr>
<tr>
<td>Clean pupil and classroom</td>
<td></td>
</tr>
<tr>
<td>Have a programme of positive re-enforcer made ready for the pupil which you can re-introduce later on in the day, not at the time of regurgitation</td>
<td></td>
</tr>
<tr>
<td><strong>Substance and Alcohol Abuse</strong></td>
<td></td>
</tr>
<tr>
<td>Drinking alcohol on during school hours</td>
<td></td>
</tr>
<tr>
<td>Use of solvents during school hours</td>
<td></td>
</tr>
<tr>
<td>Use of drugs during school hours</td>
<td></td>
</tr>
<tr>
<td>Make sure all dangerous substances are kept behind locked doors in you classroom</td>
<td></td>
</tr>
<tr>
<td>If pupil swallows something that could be dangerous: call for help immediately and get professional medical assistance</td>
<td></td>
</tr>
<tr>
<td>Alert the deputy principal or deputy principal</td>
<td></td>
</tr>
<tr>
<td><strong>Temper Tantrums</strong></td>
<td></td>
</tr>
<tr>
<td>Outburst of temper</td>
<td></td>
</tr>
<tr>
<td>Ensure safety of pupils by removing throw able objects</td>
<td></td>
</tr>
<tr>
<td>Remain calm</td>
<td></td>
</tr>
<tr>
<td>Give pupil space and time to calm down</td>
<td></td>
</tr>
<tr>
<td>Do not engage in confrontation</td>
<td></td>
</tr>
<tr>
<td>At a later stage encourage the pupil to acknowledge his/her inappropriate behaviour</td>
<td></td>
</tr>
<tr>
<td>Teach/model acceptable behaviour</td>
<td></td>
</tr>
<tr>
<td>Identify possible triggers and try to illuminate/reduce them</td>
<td></td>
</tr>
<tr>
<td>Try and find out what possible message the pupil is trying to communicate</td>
<td></td>
</tr>
<tr>
<td>If the behaviour persists follow the procedures as outlined in the policy</td>
<td></td>
</tr>
<tr>
<td><strong>Passive Challenging Behaviour</strong></td>
<td></td>
</tr>
<tr>
<td>Glaring</td>
<td></td>
</tr>
<tr>
<td>Refusing to respond</td>
<td></td>
</tr>
<tr>
<td>Averting gaze</td>
<td></td>
</tr>
<tr>
<td>Withdrawal (this may be appropriate for some pupils depending on disability)</td>
<td></td>
</tr>
<tr>
<td>Allow withdrawal for a short period and try to coax the pupil back with an activity they enjoy</td>
<td></td>
</tr>
<tr>
<td>Ignore glaring: do not make eye contact especially if it is being used as a threat, it is best to retreat</td>
<td></td>
</tr>
<tr>
<td>Ask them what you can do to help or support them and implement same if appropriate</td>
<td></td>
</tr>
<tr>
<td>Make not of context and time of incident and see if there is a pattern, does it happen at a certain time in the day? Are they hungry?</td>
<td></td>
</tr>
<tr>
<td>What is your response to the behaviour, ask yourself ‘is this reinforcing it?’</td>
<td></td>
</tr>
</tbody>
</table>
• If the behaviour persists follow protocol as outlined

Proposed changed to the code: Following staff consultation during our whole school planning day (changes ratified on 30/08/10 BOM)

• Teachers choose sanction/intervention at yellow card stage and parents at the orange card stage to facilitate immediate action in cases where parents cannot be contacted.
• Any pupil not wearing a full uniform or using negative language will receive a mark towards a card.
• If parents are not contactable then support services such as the HSE or the Gardaí may need to be called.
• If a negative behaviour is illustrated on yard then parents may be asked at the red card meeting to take the pupil for lunch at lunch-time.
• Individual tuition will be used as an intervention for pupils unable to participate appropriately in class.
Appendix 3

Code of Behaviour: Parent/Guardian Agreement

Guidelines are in place to allow the school to function for the benefit of all pupils and staff. Students, parents/guardians are encouraged to be familiar with the Code of Behaviour as well as support the staff in implementing the code. This will require accepting and returning any phone calls/letters made by the school in this regard and implementing sanctions at home as well as supporting sanctions that are implemented at school should this be necessary. Positive behaviour and respect for others are promoted in our school.

I _____________________________ the parent/guardian of ______________________, a pupil in St. Ita’s and St. Joseph’s accept and support the Code of Behaviour which I will discuss with my child. The Code of Behaviour has been explained to me as well as my child and we are willing to support the school in its implementation.

Signed: __________________________________

Date: ________________________________

Note: This agreement is part of official school records.
Appendix 4

Sanctions/Interventions to be Implemented

All sanctions/interventions are to be implemented at each stage. Orange Card
Restorative Justice (identifying triggers to avoid in the future if possible)
Detention at sos and lunch time for five consecutive days
Extra homework for the following weekend
Class teacher to ring parent re implementation of sanction/intervention at home

Yellow Card

Restorative Justice with class teacher (identifying triggers to avoid in the future if possible)
Removal from Student Council (if applicable)
Detention at sos and lunch time for five consecutive days
Extra homework for the following weekend

Orange Card

Restorative Justice with class teacher (identifying triggers to avoid in the future if possible)
Detention at sos and lunch time for five consecutive days
Extra homework for the following weekend
Class teacher to ring parent regarding implementation of sanction/intervention at home

Red Card

Restorative Justice with Principal (identifying triggers to avoid in the future if possible)
Detention at sos and lunch time for five consecutive days
Extra homework for the following weekend
Meeting with parents and relevant personnel
Non-inclusion in all out of school activities for the remainder of the term

Note: It is important to remember that the above may not be possible to implement for pupils on a reduced time table due to limited time in school. However Restorative Justice will need to be implemented at each stage and the reduced time table will be reviewed with the parent at the Red Card Meeting.