

# CODE OF BEHAVIOUR POLICY

## CLONDROHID NATIONAL SCHOOL



### Title

Code of Behaviour

### Introductory Statement

- This policy was originally formulated in June 2008, in accordance with legislation, guidelines and best practice. The policy was reviewed and revised during the 2017/2018 school year and again during the 2020/2021 school year. Teachers, parents and Board of Management are involved in this revision.

### Rationale

We are reviewing our Code of Behaviour at this particular time because the existing policy is due for review/amendment.

### Relationship to characteristic spirit of the school

This policy is based on our school's philosophy and ethos, which relies on strong links and co-operation between staff, parents and pupils and values a safe, harmonious environment for teaching and learning.

### Aims

The aims of our Code of Behaviour are as follows:

- To ensure an educational environment that is guided by our vision statement: "We endeavour to enhance the confidence and self esteem of each individual pupil in our school, while we strive to ensure that they also achieve their full educational potential"
- 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 throughout the school

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### **1. Guidelines for behaviour in the school**

The Education Welfare Act (2000), Section 23, states that the code of behaviour shall specify *“the standards of behaviour that shall be observed by each student attending the school”*.

The general standards of behaviour our school wishes to promote/expects from the pupils are based on the characteristic spirit of the school e.g.

- 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.

Other rules include:

- Our school has a school uniform, available from T.M. Cronin's, Macroom. Children should always wear the official school uniform to school. A generic uniform, in accordance with the official school uniform in style and colour, but without logos of any kind, may also be worn. The obligatory school crest is available in iron-on form through Healy's Post Office, Clondrohid.
- School lunches should be in accordance with our school's Healthy Eating Policy.
- If homework is not completed, or forgotten, parents are expected to provide a signed explanatory note in the child's homework journal.
- Hair colourants and inappropriate hairstyles are not permitted.
- Mobile phones are not permitted.

We recognise that factors influencing children's behaviour may sometimes need to be considered and accommodated.

In accordance with Section 23 (4) of the Education Welfare Act (2000), 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. The Act states that the principal '*may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them*'. Therefore, the parents of every child enrolled in Clondrohid National School are required to sign acceptance of the school's Code of Behaviour prior to their attendance at the school.

The goals of our Code of Behaviour are:

- Creating a climate that encourages and reinforces good behaviour
- Creating a positive and safe environment for teaching and learning
- Encouraging students to take personal responsibility for their learning and their behaviour
- Helping young people to mature into responsible, participating citizens
- Building positive relationships of mutual respect and mutual support among its students, staff and parents
- Ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

## **2. Whole school approach in promoting positive behaviour**

A whole-school approach is vital in promoting positive behaviour and in implementing this Code.

The elements of a whole-school approach to behaviour include:

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour

- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy.

A positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of our school, encouraging respectful relationships between pupils and teachers; between pupils and pupils; and between teachers, pupils and parents.

### **Staff**

In our school, we treat all children with respect and dignity. There is a strong sense of community and cooperation among staff, pupils and parents and all are agreed that their focus is primarily on the promotion and recognition of positive behaviour. Our Code of Behaviour allows all staff, parents and pupils to be fully aware of our positive approach to behaviour.

The school's SPHE 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.

Our Code of Behaviour supports children who may present with (behavioural) difficulties arising from their Special Educational Needs (SEN), on an individual basis. In these cases, parental support and supports from other partners in education are essential to the implementation of the Code of Behaviour. For example, the school relies on support from the Special Educational Needs Organiser (S.E.N.O.).

Parents of newly enrolled children are invited to attend an introductory meeting in June prior to school registration, to become fully informed about the school's policy and practice in relation to the promotion of good behaviour, and their crucial role, as parents, in supporting the teachers in this work.

### **Board of Management**

*'The Board of Management has a role to play in the maintenance of desirable standards of behaviour in a school. It should be supportive of the Principal Teacher in the application of a fair code of behaviour and discipline within the school'* (Circular 20/90).

- The Board of Management is consulted in reviewing/drafting of the Code of Behaviour, at a Board of Management meeting.
- The Board of Management supports the Code of Behaviour in the school on an ongoing basis by being fully informed about current legislation, DES circulars and NEWB Guidelines (2008) – *"Developing a Code of Behaviour: Guidelines for Schools"*.

- The Board of Management supports the staff in implementing the Code of Behaviour, as required in the NEWB Guidelines (2008).
- Serious breaches of behaviour are dealt with in accordance with procedures outlined in the NEWB Guidelines (2008).

## **Parents**

Our school has always enjoyed the support of parents, and needs their continued support in order to meet legitimate expectations with regard to good behaviour and discipline.

Parents are involved in the formulation and implementation of this policy by:

- reading the Code of Behaviour document, circulated to all parents
- providing feedback to the school
- facilitating feedback to the school from the Parents' Association

The Code of Behaviour is communicated to parents at the introductory meeting in June prior to school registration.

Parents play a crucial role in shaping their child's behaviour. Parents are a vital support to the school in the promotion of positive behaviour and the maintenance of high standards of behaviour. For example:

- Parents are aware of and cooperate with the school's system of rewards and sanctions
- Parents ensure their children are at school in time
- Parents attend meetings at the school if requested
- Parents help their children with homework and ensure that it is completed
- Parents ensure their children have the necessary books and materials for school.

Parents are welcome in our school. When a message in your child's journal does not suffice, a meeting may be arranged. It is school policy that parent – teacher discussions are strictly by appointment. All appointments should be made through the school secretary during her working hours of **8.30 a.m. to 3.00 p.m.** daily.

## **Pupils**

Pupils play an important part in the ongoing implementation, monitoring and reviewing of the code of behaviour through:

- Class discussions
- Helping to draft classroom rules
- Co-operating with teachers
- Behaving well at all times, in accordance with the Code
- Giving a good example to other pupils.

## **3. Positive strategies for managing behaviour**

### **Classroom**

Our school's staff utilise positive strategies to effectively manage behaviour in the classroom.

- "Ground rules"/ behavioural expectations in each class that are consistent with the ethos as expressed in the code of behaviour and which set 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
- Classroom management
- Timetabling.

## **Yard**

Positive strategies are implemented by our staff to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour. For example:

- Yard rules are regularly discussed at class level, and as a whole-school, as required.
- A supervision rota is in place for break-times.
- SNA(s) assist the teaching staff with supervision.
- There are clearly defined zones for different groupings within the playground.
- Running wildly, rough play or aggressive play is forbidden.
- Playground bullying is strictly forbidden.
- Rough language is strictly forbidden.
- Children will always keep the playground clean and dispose of waste in the bins provided.
- On wet days all children remain in their classrooms under supervision to participate in organised activities.
- Children stand quietly in an orderly line at 8.50am assembly, and after break times. Each Class is collected by their Class Teacher and escorted to their classroom
- Children will walk without delay and will never run as they travel from play area to assembly area.
- Children who leave the playground to use the toilets do so in an organised manner, with the consent from the teacher on yard duty.
- Children who are feeling unwell during breaktimes may be permitted to remain inside the school building where they will be supervised.
- Incidents of misbehaviour are dealt with by the supervising teacher through e.g. verbal reprimand, time-out. Serious incidents of misconduct are recorded in the Incident Book, and reported to the Class Teacher and the Principal Teacher.
- Pupils who display serious break time misbehaviour may forfeit part of their play time during a break. Teachers will arrange for their supervision within the school building instead.

## **Other areas in the school**

Our school implements positive strategies to prevent behavioural problems in corridors, halls, cloakrooms, toilets etc. Rules/expectations are communicated to children at class level, and as a whole-school, as required. Pupils are regularly reminded of these, particularly at the start of the school year and at the start of terms.

Every member of staff contributes to a whole-school effort to promote positive behaviour around the school.

- To minimise the risk of injury, children will always walk in school corridor and in school toilets.
- Games or play in school corridor or school toilets is never permitted.
- Children may not leave the playground area for any reason without permission from the teacher on supervision duty.

#### **4. Rewards and Sanctions**

##### **Rewards and acknowledgement of good behaviour**

Most pupils are very well behaved in our school. Rewarding good behaviour is an important part of the Code of Behaviour and Discipline. The following strategies may be utilised to reward good behaviour:

- Praise from the teacher.
- Note in the pupil's notebook / copy to convey messages of approval from teachers.
- Stars, Stickers, Prizes etc.
- Some homework off, if particular targets are achieved.
- Extra privileges such as being shown a video.

##### **Strategies for dealing with unacceptable behaviour**

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’*.

##### **Inappropriate Behaviour**

In order to establish a common understanding and consistent response, the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by misconduct. The degree of misdemeanour (i.e. minor, serious or gross), will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

##### **Level One**

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

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

- Failure to prepare for class, as defined by individual teachers.
- Running in the hallways.

- Disturbing the work or play of others.
- Disrespectful language, tone, or manner.
- Ignoring staff requests.

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

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Examples of level 1 response are:

- Verbal reprimand /reminder(s) (including advice on how to improve)
- Reinforcement of alternative positive behaviour.
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parent contact
- Behaviour contract

### **Level 1 Supportive Interventions**

Listed below are some examples of Level 1 supportive actions:

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

## **Level Two**

### **Level 2: Behaviours**

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

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



## **Level 2: Disciplinary Actions**

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of level 2 responses are:

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

## **Level 2: Supportive Interventions**

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Community Service, the National Behaviour Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

## **Level Three**

### **Level 3: Behaviours**

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others

- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender religion, physical condition, handicap, or ethnic origin.

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

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

### **Level 3: Responses**

- Suspension from school for one to five days:  
This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure can issue a suspension following consultation with Board of Management.

### **Expulsion**

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

## **5. Procedures for Suspensions & Expulsions Suspension**

Definitions of Suspension: "Requiring the student to absent himself/herself from the school for a specified, limited period of school days"

### **Authority to Suspend:**

The Principal in consultation with the Board of Management of Clondrohid N.S. has the authority to impose a Suspension. A Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Board of Management, the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher, in consultation with the Chairperson, the authority to impose an Automatic Suspension for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three schooldays depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period, but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

### **Suspension and Automatic Suspension**

A suspension will be deemed to be necessary where after a preliminary investigation, the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school

A suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the

approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An Automatic Suspension is suspension imposed for named behaviours. The Board of Management of Clondrohid N.S. having due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur "Automatic Suspension" as a sanction.

- Physical assault/violence resulting in bodily injury to a pupil or member of staff
- Or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for longer period but in event will not exceed 5 school days.

Parent(s) /Guardian(s) will be informed of a Suspension or Automatic Suspension by telephone and arrangements will be made with them for the pupils to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but normally within 2 school days after the imposition of the suspension. Such a notification will detail:

- The duration of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either Suspension or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard and following a formal investigation to be completed normally within 2 school days after the incident, the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

- The circumstances surrounding the suspension.
- Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Clondrohid N.S. acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given: ***No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.***

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

In cases other than those of Suspension or Automatic Suspension the following procedures will apply:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the Board of Management of Clondrohid N.S. will initiate a formal investigation of the matter.

The following procedures will be observed:

A written letter containing the following information will issue to Parent(s)/guardian(s)

- Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- An invitation to a meeting to be scheduled no later than 5 school days from the date of the letter, where parent(s) /guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Clondrohid N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertaking is given: No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision –making process.

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

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- The duration of the suspension and the dates on which the suspension will begin and end.
- The reasons of the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).
- The provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days, the parent(s)/guardian (s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

## **Expulsion**

### **Definition of Expulsion:**

“A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000”.

In respect of the expulsion hearing, the Board gives an understanding that:

- The meeting will be properly conducted in accordance with Board procedure.
- The principal (or B.O.M nominee) and parent(s) will present their case to the Board in each other's presence.

- Each party will be given the opportunity to directly question the evidence of the other party.
- The parent(s)/guardians(s) may make a case for a lesser sanction if they so choose

### **Board of Management Deliberations & Actions following the Hearing**

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board:

- Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- Will not expel the student before the passage of 20 school days from the date on which the Educational Officer receives this written notification.
- Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted.
- Will be represented at the consultation to be organized by the Educational Welfare Officer
- Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

### **Confirmation of the Decision to Expel**

Where the twenty-day period following notification to the Education Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Clondrohid N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- (i) No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- (ii) The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision –making process.

### **Appeals**

Parents/guardians are entitled to appeal a decision of the Board of Management in relation to suspension or expulsion. Parents / guardians will be informed of their right

to appeal when the decision to suspend / expel is made by the Board of Management. Appeals must generally be made within 20 calendar days from the date the decision of the school was notified to the parent or student.

The Board of Management will prepare a response if and when an appeal is being investigated by the Department of Education and Science (Section 12, Circular 22/02 – Processing of an Appeal)

## **6. Keeping records**

In line with the school's policy on record keeping, and data protection legislation, factual and impartial records are kept in relation to pupils' behaviour.

### **Class records**

- Teachers maintain class records of misbehaviour.
- Serious misbehaviour is reported to the principal.
- The end of year report includes a reference to behaviour.

### **Yard records**

- Supervising staff keep a record of misbehaviour in the Incident Book. Class Teachers and the Principal are kept informed.
- Consistency in the application and interpretation of the rules is ensured by following this Code of Behaviour, and discussing its implementations at staff meetings.

### **School records**

- An Incident Book is kept for serious misbehaviours occurring during break-times. This Book is kept safely in a secure location.
- Each Class Teacher will keep a Class Incident Book, to record incidents which may occur during the school day. Each Class teacher is responsible for the secure storage of the Class Incident Book.
- Formal records such as factual reports of particular incidents, communication between school and home, with outside agencies, Board of Management etc... are stored securely in the pupil's personal file.
- All documentation pertaining to suspension; expulsion; Board of management decisions; appeals under Section 29 will be stored securely by the Principal Teacher.

## **7. Procedures for notification of pupil absences from school**

The Education Welfare Act, 2000, Section 23 (2) (e) states that parents must notify the school of a student's absence and the reason for this absence.

Strategies used to encourage school attendance include, for example:

- Creating a stimulating and attractive school environment
- System for acknowledging good or improved attendance
- Adapting curriculum content and methodologies to maximise relevance to pupils

Parents/guardians should inform teachers of their child's absence on Aladdin, the online Management Information System used in schools, by 8.50am and provide a reason for their child's absence. A record of all absences will be retained by the Class teacher until the end of that school year.

Recent legislation requires all schools to inform TUSLA of all cumulative absences of 20 days or more during any school year.

### **8. School Opening and Closing Times**

Punctuality is valued in our school community, and contributes to positive behaviour. If a child is late for school, an explanation should be provided to their Class Teacher.

Our school opens for all pupils at **8.50 a.m.** each day. Yard supervision begins each at 8.40am each day. Pupils are not permitted to be on the school premises prior to 8.40am.

Our school closes each day at **2.30 p.m.** for pupils from 1<sup>st</sup> to 6<sup>th</sup> Class.

The school day ends one hour earlier at **1.30 p.m. for Junior and Senior Infants.** The Board of Management and teaching staff cannot accept responsibility for their safety after 1.30 p.m. Parents should collect their Junior and Senior Infant Class children promptly at 1.30 p.m. from the school yard closest to their classroom. The school does not provide supervision after 1.30pm for pupils in Junior and Senior Infants.

**The school day will finish for Junior Infant children at 11:30 a.m. for the first two weeks of September each year.** Parents should collect their children promptly at 11.30 a.m.

Periodically, these school closure times may vary. Parents will be informed in advance of such closures by letter or text message. All letters from the school are copied on blue paper. Parents should check for school correspondence daily.

The following school rules also apply:

- If a parent finds it necessary that a child should go home early the Class Teacher should be informed in advance (the morning or the day before). If another adult nominated by a parent is authorised to collect the child, the teacher should be informed in advance.
- Football or any kind of play is not allowed, before and after school time.
- Children being collected by parents will walk directly from school and may not return again to the school playground.
- Children travelling on school bus will walk directly from the school bus to their classroom in the morning and will walk directly from their classroom to the school bus at 2.30pm.
- When on school outings pupils are expected to behave in an orderly manner and show respect for public property. They should always co-operate fully with their teachers and special needs staff.

### **Internet Acceptable Usage:**

- Pupil use of school's electronic devices is under teacher supervision.
- When working on school devices, taking images of teachers and other children is unauthorised without prior permission.

- Reports of cyber-bullying will be noted and investigated in accordance with the Anti-Bullying Policy.
- The school will engage with the Community Garda to facilitate a 5<sup>th</sup> /6<sup>th</sup> class workshop. The school will also engage with a guest speaker to host an “acceptable and safe use of internet” workshop.
- The children will be encouraged to follow “screenshot, don’t reply, tell/show an adult” steps when an issue of unacceptable use of internet is in question.
- Pupil’s personal mobile phones/ipads/tablets are not permitted in school.

*Social media sites/apps including Snapchat, Facebook, and Twitter currently have minimum age requirements of 13 years. The school will not/cannot monitor this, as children may be providing false date of births in order to have personal accounts. Therefore parents/guardians are encouraged to regularly check their child’s online activity /digital footprint, as well as social media apps so that they are aware of their own child’s online interaction with others.*

**Sanctions:**

**Once off:**

Verbal warning

**Continuous:**

1. Verbal warning
2. Written warning
3. Withdrawal of access to privileges
4. Suspension
5. Expulsion

**9. Reference to other Policies**

The following policy documents also have a bearing on our Code of Behaviour:

- SPHE plan
- Anti-bullying
- Enrolment
- Safety, Health & Welfare at Work
- Safety Statement
- Special Educational Needs
- Opening and Closing Times Policy
- School Accident Plan
- Internet Acceptable Usage

***Pupils with SEN***

***The contents of this Code of Behaviour may be modified from time to time to cater for pupils with diagnosed Special Education Needs.***

**Success Criteria**

The following are some practical indicators of the success of this Code:



- 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

### **Roles and Responsibility**

The Board of Management; Principal Teacher; Teachers; SNA(s); Pupils and Parents all have responsibilities for the implementation of this Code. The particular roles and responsibilities have been referred to in this Code and are also explained in the NEWB Guidelines (2008).

### **Implementation Date**

This Code of Behaviour will apply from 21/06/2021

### **Timetable for Review**

The operation of the new Code of Behaviour policy will be reviewed in one year and, if necessary, amended.

### **Ratification & Communication**

The Board of Management officially ratified the policy on: 21-6-2021

The ratified policy put on the school website on 30-9-2021

**CODE OF BEHAVIOUR  
POLICY  
CLONDROHID NATIONAL  
SCHOOL**



I have read the Code of Behaviour 2021 for Clondrohid National School, circulated to all parents of the school, and I agree to accept it.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_