

*St Joseph's NS
Hacketstown,
Co. Carlow
059 – 6471199
Roll No: 17127S
htownns@gmail.com*



Code of Behaviour

Introduction

St. Joseph's National School has drawn up a code of behaviour as required under the Education (Welfare) Act 2000. It is being reviewed in January February 2023

This Code of Behaviour when ratified will be available on the school website, on the parent's notice board and a copy can be obtained from the school office. This code applies in school and when pupils are engaged in all out of school activities.

Where a pupil is alleged to have engaged in serious misbehaviour outside of school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school and a demonstrable impact on its work, before the code of behaviour applies.

Rationale;

- It is necessary to review the Code of Behaviour at this particular time as: In today's fast changing society we appreciate the importance of regular review and revision of the Code of Behaviour. This review, January 2023, is undertaken
 - To ensure an orderly climate for learning in the school
 - To promote the school ethos, relationships, policies and practices that encourage good behaviour and reduce the likelihood of unacceptable behaviour.
 - To help staff, pupils and parents to work in a happy, safe and effective school and when on trips outside of the school grounds.
 - To ensure there is clarity for all in relation to the Code of Behaviour.

- 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*. as required under section 23 of the Education Welfare Act 2000.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to create an atmosphere of respect, tolerance and consideration for others. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and the school can function in an orderly and harmonious way. The Equal Status Acts 2000-2018 prohibits discrimination in the provision of goods and services, accommodation and education. They cover the nine grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We aim to ensure the safety and well-being of all members of the school community.

Our aim is to promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to enhance the learning environment where children can make progress in all aspects of their development, and become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour and we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. **Our moto is we keep our hands, feet, mouth ,unkind thoughts and unkind gestures to ourselves .**

Rights and Responsibilities

Pupils' Rights

Our school's code of behaviour is based on values and overall aims such as respect, fairness, inclusion and the promotion of self-discipline and the importance of listening to all members of the school community.

All our pupils have the right to expect to be treated fairly, consistently and with respect. They should be able to learn and be educated in a relatively disruption free environment, safe from bullying and abuse.

Pupils should have the expectation that their individual differences will be recognised and that provision be made for them.

Pupils have the right to be listened to, and to question, at appropriate times. As learners they are allowed to make mistakes and to learn from them. They should have confidence that their positive behaviour will be affirmed and that misbehaviour will be dealt with appropriately.

Pupils' Responsibilities

We require pupils to attend school regularly and punctually, to work quietly and safely, behave safely in the yard and remain in the school grounds unless given permission to leave when requested and to behave to the best of their ability at all times.

They have a responsibility to listen to their teachers and act on instructions/advice. In addition, they are required to listen to other pupils and to await their turn to speak.

Pupils are required to show respect for all members of the school community and to respect the rights of other pupils to learn. They have the responsibility to care for their own property, and to respect all school property and the property of other pupils.

In the interests of health and safety, they have a duty to avoid behaving in any way, which would endanger themselves or others. Therefore, they are required to remain seated at all times should their teacher not be in the room, they are required to stay on the school premises during school hours (unless permission has been sought by parent/guardian) and they are required to stay within the designated areas during break times.

We require our pupils to treat others with dignity and respect. Therefore, we expect them to avoid nasty remarks, swearing or name-calling and be inclusive of other pupils in games and activities.

We expect our pupils to contribute to good order around the school. We require them to move quietly around the school and to keep the school clean and tidy.

Our pupils have a responsibility to bring the correct materials and books to school and follow school rules and class rules.

Staff Rights

Staff, like all workers, have the right to expect to be treated with respect and dignity. They should be able to work in a safe well- maintained environment, relatively free from disruption. They have the right to the support and co-operation of all staff colleagues and parents, in order to achieve the schools aims and objectives.

Staff members have a right to be listened to and participate in decision-making which affects their own work and that of the school in general.

Teachers also have the right to work in an atmosphere that encourages professional development, and to support and professional advice from boards of management, Dept. of Ed. and Skills, NEWB, National Council for Special education and NEPS.

Staff responsibilities

Members of staff will support and implement the school's code of behaviour. They need to be cognisant of their duty of care and create a safe welcoming environment for each pupil. Each staff member has the responsibility to develop and nurture a sense of self-esteem in each pupil and in this regard the praising of desirable behaviour is essential.

Teachers will facilitate pupils to reach their full academic potential. This entails recognising and providing for individual talents and differences among our pupils.

Members of staff are expected to be courteous, consistent and fair, to keep opportunities for disruptive behaviour to a minimum and to deal appropriately with misbehaviour. This means that they will listen, at appropriate times, to pupils' explanations for behaviour.

They will keep a record of instances of serious misbehaviour, and repeated instances of minor misbehaviours; they will communicate with parents when necessary and provide reports on matters of mutual concern. Staff members also provide support for colleagues.

Parents' and Guardians' Rights

Parents and Guardians have a right to be treated with respect and to have a safe and welcoming environment provided for their child. They are entitled to expect there will be a recognition of individual differences among pupils and that there will be fairness and consistency in the manner in which the pupils are treated.

They have the right to communicate with teachers (by appointment) on matters of mutual interest or concern and to expect contact at an early stage to discuss difficulties/ problems.

Progress reports, in accordance with agreed school policy, information on school policies and procedures are legitimate expectations of parents.

They have a right to be consulted in relation to the school's code of behaviour and to appeal decisions in accordance with agreed procedures.

Responsibilities of Parents and Guardians

Parents are expected to encourage children to have a sense of respect for themselves, for others, for their own property and that of others.

They are asked to ensure that their children attend school regularly and punctually and we require them to show interest in their children's school work by ensuring their child has the correct materials.

They are required to be familiar with the school's code of behaviour and other school policies, (such as anti-bullying policy healthy eating policy) and they should support their implementation.

They are expected to co-operate with teachers in instances where their child's behaviour is causing difficulties for others and to communicate with the school in relation to any problems which may affect their children's progress/behaviour.

Strategies to affirm desirable behaviour

Our school policy is designed to promote good behaviour, rather than merely deter bad behaviour. In promoting positive behaviour we aim to establish a climate where praise and encouragement far out- weigh the frequency of criticism and sanctions.

Each teacher has the responsibility to develop and nurture a sense of self- esteem in each pupil, and in this regard, praising of desirable behaviour is essential. We praise and reward children for good behaviour in a variety of ways:

- Each teacher establishes and maintains clear rules and routines within their school classrooms and involve pupils in devising them.
- teachers congratulate children - either publicly or privately, being sensitive to the age and personality of the student
- merit awards are given such as - student of the week, month, term, year, worker of the week, most improved student etc.
- distribution of team points to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school

- comments and smiley faces on pupils' work badges or stamps in books • work displays • homework passes
- Achievement Assemblies where commendations are given for various achievements ,progress made good/improved attendance, good behaviour, improved behaviour and star students
- good work commendation letters to parents

These rewards are aimed at individual students but we also try to reward classes to foster a co-operative behaviour. Such rewards include: Some examples include extra free time PE/games, treats, homework off on agreed nights.

The reward schemes are constantly monitored to evaluate their effectiveness in promoting positive behaviour and in reducing misbehaviour.

SNAs work under the direction of the teachers and report any concerns to teacher on duty in class or in yard.SNAs support implementation of School Support ,personal pupil and Behavioural Support Plans .

Unacceptable Behaviour:

Minor misdemeanors such as disagreements with others, disturbing their own or the learning of others or rough play will be initially dealt with using the restorative justice model. Behaviour such as substance misuse, any type of violence, bullying, vandalism or rudeness to adults is not acceptable in St. Joseph's N.S. All occurrences of this type of behaviour will be noted, including the name of the victim. If a pupil refuses to engage with the process of restorative justice or the process or the approach is deemed to be insufficient because the behaviour is serious immediate time-out from yard can be implemented by teacher on duty or and /or reflection or other strategies as outlined below can be implemented immediately at the determination of the deputy or principal teacher.

Definition of bullying:

"Bullying is repeated aggression, verbal, psychological or physical, verbal conducted by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying." (DES Feb 2010).A once off message that is accessible by others via social media is deemed as bullying .

Types of bullying behaviour:

Student behaviour:repeated:

- Physical aggression.
- Damage to property.
- Extortion.
- Intimidation.
- Abusive telephone calls / texts / e - mails / Facebook comments.
- Isolation.
- Name calling.
- Slagging.
- A once off post on social media can be deemed bullying behaviour as others have immediate access to it.

Procedures will be followed in accordance with anti-bullying policy. The code of behaviour will be implemented, at the discretion of the relevant teachers, on completion of investigation.

At St. Joseph's National School we will help to develop emotional literacy and understanding focusing on

- Responsibility for the impact of our behaviour on others
- Accountability
- Thoughtfulness and Reflection
- Kindness and Compassion
- Honesty and Trustworthiness
- Reliability
- Integrity
- Respectful and caring behaviour

In the event of wrongdoing we will:

1. First seek to understand — see the world from different perspectives
2. Focus on the harm done — not the rule broken
3. Include those harmed in fair problem solving
4. Work on making things right rather than punishment

To this end we will engage in the process of Restorative Practice which emphasises restoring relationships rather than punishing wrongdoers.

What is Restorative Practice?

Restorative Practice (RP) is based on the philosophy and principles of Restorative Justice (RJ).

- Viewing wrongdoing through a "rational" lens — understanding that harm has been done to people and relationships
- Understanding that when such harm is done, it creates obligations and liabilities C]
- Focusing on repairing the harm and making things right

How does it work?

This means that when things go wrong you:

- Involve those responsible for and those affected by the behaviour in solving the problem
- Provide high levels of support for all parties, perpetrators or those affected
- Address the needs of all those involved in the harmful incident
- Provide strong messages and reminders about what behaviours are acceptable and unacceptable

The Restorative Continuum

The Restorative Chat

In the event of a minor issue there are 6 Stages. The teacher or adult will invite both parties to a Restorative Chat where they will:

1. Engage— inviting the pupils directly involved into the dialogue
2. Reflect — Encouraging thoughtfulness and empathy
3. Understand — how people have been affected, the harm done
4. Acknowledge the harm done and possible apology

5. Agree — make a plan to fix things
6. Arrange for follow up — making sure the plan is working
7. If the issue is ongoing between certain children and restorative practice hasn't been effective, reflection may be given, where the relevant child/children stay in from yard for an agreed period of time, to think, write a response to restorative questions.

The Small Group Conference

In the event of more serious incidents a small group conference may be required to which all pupils affected by the incident are invited.

The Seating plan is circular and the Conference is conducted by a facilitator — an adult familiar with the RP process but one who was not involved in the incident. There are 5 Stages involved

1. Introduction — The facilitator invites all involved into a room and to take a seat before explaining the rules of engagement
2. Reflection - Encouraging thoughtfulness and empathy
3. Understanding — how people have been affected, the harm done
4. Acknowledgement of the harm done and possible apology
5. Agreement — make a plan to fix things and arranging a follow up
6. Wrapping up the conference ends when everyone has been invited to contribute and is clear about what they have been asked to do

The Big Discipline Issues

The 'No Blame Classroom Conference' and the formal 'Community Conference' are natural extensions of the Small Group Conference.

No Blame Classroom Conference

The 'No Blame Classroom Conference' is usually facilitated by someone in the school with appropriate training and may be the first experience of RP for many pupils. It engages the whole class in a problem solving process that encourages reflection, mutual understanding and shared ownership of the problems that people are experiencing. The class, together with their teacher/teachers, plan a way forward aiming for a more positive learning environment. All parties, including the teachers, must be willing to examine their behaviour.

The Community Conference

As the behaviour becomes more serious, resulting in greater harm, the parents of those involved may be invited in to provide support and assist the 'community' in deciding what consequences will provide the best learning experience and repair the harm. This very formal response is called the Community Conference. A Community Conference is a face to face meeting of the community of people affected by an incident which causes serious harm within the school community. The conference provides a forum in which the wrongdoers, victims and their respective supporters seek ways to identify, repair and prevent future harm in the wake of serious incident.

Wrongdoers are given an opportunity to explain themselves and to understand the impact of their behaviour on other people, themselves and the school community. They are also invited to make things right by acknowledging the harm they have caused by way of apology or material reparation.

Victims have the opportunity to explain how they have been affected and to become involved in negotiating how to repair the harm.

A community Conference will only go ahead if the wrongdoer/victims consent to their involvement and everyone feels safe to participate in the process. Some reluctance is normal but refusal is rare.

Who attends the Conference?

- An experienced and trained conference facilitator
- The wrongdoer/s directly responsible for the incident
- The victim/s directly affected by the incident
- The bystanders/supporters/witnesses who were there when it happened and were affected or perhaps escalated the issue
- Other parties affected by the incident who, owing to their role or position have to manage the fallout.

□ Supporters for the victims and wrongdoers — people who can provide a sense of safety for the victim and also assist in the exploration of the harm caused. They can also be a resource for reaching agreement and deciding on what needs to be done to repair the harm.

If the best process to try to resolve these issues is a conference, then it is crucial that the facilitator interviews all people involved before deciding the final participant list, to gain a clear understanding of who was involved and to inform each participant of the conference process. The facilitator will also prepare and send letters informing the families of dates and times and other conference information; prepare the conference documents; arrange a suitable room; liaise with the school administration; discuss transportation and childcare needs; organise refreshments.

There are two separate time elements; preparation and facilitation. Preparation time will depend on the circumstances and complexity of the issue but will normally be held within 1-5 days of the incident occurring. Facilitating the conference will take on average 1 h to 2 hours.

As in the Small Group Conference the Seating plan is circular and the Conference is conducted by a facilitator — an adult familiar with the RP process but one who was not involved in the incident.

Community Conference Agenda

1. Introduction
2. Telling the Story
3. Exploring the Harm
4. Acknowledgement and Apology
5. Agreement
6. Closing the Conference

At the outset each is asked to tell their story in the order:

1. Wrongdoer/s
2. Victims
3. Victim's Supporters
4. Wrongdoer's Supporters

At the Midpoint of the conference the facilitator asks people for their ideas on how to right the wrongs. The facilitator checks with the group to gauge whether ideas and suggestions are fair and realistic. The conference agreement is then made. Closing the conference the facilitator will read the agreement reached for a final time and then invite people to make any final comments.

The 3 Golden Rs to guide our Restorative practice are REFLECT, REPAIR & RECONNECT

In the end, it's the relationship which matters.

For pupils who do not engage with the Restorative Practice Approach we will revert to the sanctions which are outlined below.

Strategies to show Disapproval of Unacceptable behaviour:

A sanction should be seen to match the misdemeanour. The most powerful sanction is the disapproval of those whose views the pupil respects so it is very important that we create a climate of opinion in which the sanction has the greatest possible effect.

For the vast majority of pupils a simple admonition is the most effective sanction, but reprimands are used fairly.

Other strategies include reasoning with the pupil, the implementation of a warning system or temporary separation from peers for example immediate time out in yard, if the child has engaged in physical contact that the teachers believes the child needs immediate time out to calm down or not allowed participate in certain games for a specified period of time/days - if the pupil(s) are not learning from the time out or restorative justice . If issues keep reoccurring in class , the pupil may be required to work at a separate desk for a specified period of time or work in another classroom for a specified period of time. Pupils will be reminded that they have chosen to misbehave and may be asked to finish uncompleted work, complete a behaviour related work sheet, or write a 'sorry' note outside of class time. At other times it might be appropriate to assign extra work to pupils to complete either in school or for homework.

Reflection at breaks (morning or/and lunch), during which the pupil is supervised, is a strategy which may be used. This sanction, while maintaining the duty of care, gives the pupil the opportunity to reflect on his/her behaviour using the restorative practice questions, provides an opportunity for negotiation, and allows teaching and learning to continue without interference. Parents will be informed prior to reflection being given.

'Time out' in another class/or SEN room may be necessary if the work of the class is being disrupted severely or if there is a risk of injury to another pupil. This strategy is part of a planned intervention which includes the steps to be taken prior to exiting the class to which the child is going for a limited period of time, how she/he will be supervised, the work to be completed in the other room and when the child will be allowed back in to his/her own class.

This strategy is arranged on a whole class basis with teachers agreeing on reciprocal arrangements.

A pupil may be referred to the school Principal/Deputy Principal but this is only done as part of an agreed set of procedures or for a serious incident or repeated /ongoing minor incidents .

Other strategies and Sanctions for dealing with misbehaviour

The purpose of sanctions and other strategies is to promote positive behaviour. It is important that teachers make it clear that it is the behaviour, which is being criticised, and not the person. At all times sanctions will be logical, leave the child's dignity intact and be proportionate to the misdemeanour committed. Teachers will avoid any early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour and all teachers will remember that individual children are responsible for their own behaviour, making a choice whether to behave or misbehave.

Through SPHE, Religious Education and the use of Circle Time, teachers encourage children to discuss, reflect and contribute to the solving of behaviour problems.

While consistency is an essential requirement, we realise it is also important to take account of individual circumstances.

Teachers keep a record of continuous inappropriate behaviour in class/school, and instances of serious unacceptable behaviour.

For some pupils it may be necessary to design a behaviour management plan in which specific, short-term behavioural targets are set, as a result of discussion with the child, parent(s)/guardian and teacher. If misbehaviour occurs at outside

but still school events ,children may be restricted from attending same for a period of time, for example for miss a swimming lesson or a match.....

Parents are informed as soon as it is perceived that difficulties are developing with regard to their child's behaviour.

Modifications for children presenting with special educational needs

- Supports can be sought ;
 - Through the Special Educational Needs Organiser or , appropriate support is sought from services available e.g. Health Service Executive, NEPS, SESS.
 - St Joseph's NS has a Special Education Team (SET) which includes the Principal and SEN teachers, they facilitate teachers and SNAs in sharing practice and support in the management of challenging behaviour.
 - The SET staff act as mentors for particular children or in assisting teachers.SNAs in the creation of individual behaviour plans for specific children as required.
 - There is an informal mentoring system for newly qualified teachers to support them in this area.
 - Professional development is available to staff through NCSE, Colleges of Education, NEPS advice , Education Centres and staff development.
 - The Code of Behaviour may have to be adapted to support these children to achieve tiny, tickable, attainable targets via a Support Plan.
 - Certain children may need to be referred for educational assessments
 -

Role of Principal Teacher ;

Promote and reward positive behaviour

Ensure staff, pupils, parents and BOM are kept informed

Allow time for discussions relating to the Code of Behaviour at staff meetings.

Promote attention for positive behaviours.

Report on the Code of Behaviour, anti-bullying policies at BOM meetings

Implement code of behaviour and sanctions in accordance with procedures.

Review policies as deemed necessary

Adhere to procedures

Arrange training /upskilling for staff

Role of the Board of Management

The B.O.M has the responsibility of setting down these general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. They support the principal and staff in carrying out these guidelines.

The Principal has the day to day authority to implement the school behaviour policy, but the management Board may give advice to him/her about particular disciplinary issues. He/she will take this into account when making decisions about more serious matters of behaviour. The BOM will adhere to procedures in relation to suspensions and expulsions.

In-School Suspension

On occasion, a child, at the discretion of the principal, may be put on an 'in-school suspension' for up to 3 days. This involves the pupil being sent to another class for the duration of his /her suspension with work- ie for 1 to 3 days. This system may be used if the child needs to be removed from the class from a health and safety point of view, for 1 day or more, after a serious misdemeanor/offence or repeated minor misdemeanors that are ongoing and continuously disturbing the learning of the pupil and the class. It may also be used if it is felt that the child would not benefit from a full suspension the pupil has been recently suspended or the pupil wants to be suspended. Parents will be contacted and asked to come in to discuss the seriousness of the offence. If they can't come in they will be informed by phone and an in school suspension note will be sent home.

- All teachers should work out in advance which classes they will send children to. It is recommended that all teachers have 2 buddy teachers. If a child is put on an in-school suspension they should know, if possible, at the end of the day what class they are going to the next morning.
- The child goes straight to the appropriate class when they arrive in school the next day. A folder of work that they can do with little/no help, along with pencils etc should be sent to the class by their class teacher.
- The pupil should be sitting on a table on his/her own. He/she will be treated by the class teacher in the same manner as a child on a sanction i.e. given very little attention. Other children should also be discouraged

from giving them attention. The pupil is not given jobs or allowed to engage in fun activities with the class.

- The pupil can attend their resource class unless there is a specific reason why they should not, i.e. if the problem behaviour took place in resource class.
- The pupil will not go to the yard. At yard time, the child will be supervised in a resource room .
- It is very important that at the end of the length of his/her in school suspension the child **apologises** to relevant staff and pupils.

Suspension(see NEWB Developing a Code of Behaviour ;Guidelines for schools 2008)

While the Board of Management has the authority to suspend, the Board of Management of St Joseph's NS has delegated this authority to the principal, for periods of up to three days, as deemed necessary by the principal.

Immediate Suspension: 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 or, if the child's behaviour has had a seriously detrimental effect on the education of other children, or the student has been responsible for serious damage to property full immediate suspension can be enforced by the principal for up to 3 days. A single incident of serious misconduct may be grounds for suspension.

The following procedure will be followed in St.Joseph's NS

- An investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident as soon as possible.
- Parents will be given an opportunity to respond and fair procedures will be applied.

If suspension is still decided upon by the principal;

- The principal will notify the parent in writing of the decision to suspend. The letter will confirm.
 - The period of the suspension and the dates on which the suspension will begin and end.
 - The reasons for the suspension.
 - Any study programme to be followed.
 - The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
 - The provision for appeal to the Board of Management

- The provision for appeal to the *Secretary General* of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
- When the cumulative total number of days suspended reach 6 in a school year, the NEWB will be notified.

Formal written records will be kept of:

- The investigation (including notes of all interviews held)
- The decision-making process.
- The decision and rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

- The BOM may need to be consulted with in relation to the suspension of a pupil.

Expulsion(see NEWB Developing a Code of Behaviour: Guidelines for schools2008)

Procedures in respect of expulsions

- A detailed investigation will be carried out under the direction of the principal.
- A recommendation will be made to the BOM by the principal
The principal's recommendations will be considered by the Board.
- If BOM is of the opinion that the student will be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion.
- The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification.
- The NEWB will be notified using a Notice of Intention to Expel form which is available on www.schoolreturn.ie or from the helpline (1890 36 3666). This form will be completed and sent to School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.
- Consultations will be arranged by the EWO.
- Confirmation will be made of the decision to expel.

Appeals

A parent may appeal a decision to expel to the *Secretary General* of the Department of Education and Skills (Education Act 1998 section 29)

Keeping records; **Keeping records**

Class level

Teachers are expected to maintain records of pupils' behaviour/homework/punctuality/assessment on Aladdin. It facilitates the recording of positives as well as negatives.

- o Serious misbehaviour should be reported to the principal at the second reflection stage or earlier if deemed appropriate.
- o The end of year report includes a reference to behaviour. There is a reasonably consistent understanding of what constitutes excellent - poor behaviour among the staff. Parents are kept up to date during the year regarding behaviour issues. Formal Parent-Teacher meetings take place in January if possible

Playground

- o Supervising staff keep a record of misbehaviour in the incident book. Class teachers and the principal are kept informed by the teachers on the yard.

School records

- o Incidents will be recorded in the yard book or on Aladdin system for inclass issues .
- o Accidents on yard are also recorded in the incident book or on Aladdin.(See First Aid Policy)
- o **Strategies to promote attendance;**
- o Active stimulating learning environment
- o Provision of a wide array of extra-curricular activities
- o Rewards for over 90% and improvements in attendance over certain periods of time
- o Inform/meet with parents at an early stage of concerns re: unexplained absences. Put in strategies to promote attendance for particular pupils.
- o Refer concerns to Educational Welfare officers
- o Set achievable targets to improve attendance

Procedures for notification of pupil absences from school

- Parents are expected to send message via Aladdin connect or phone St. Joseph's NS notifying the secretary of the reason for a pupil's absence, the morning of the pupil's absence.
- The teacher will record the reason for the absence on the Aladdin system.
- The Roll is called in all classes between 9:50-10:00am daily.
- Parents/guardians must also provide a note via Aladdin if a child departs early during the school day.
- Pupils whose non-attendance/regular lateness is a concern are invited to meet with the teacher then Deputy then Principal and are informed of the school's concerns. They may be asked to submit a medical appointment notes/certs..
- National Educational Welfare Board is informed of any pupil who has missed 20 days or more.

Reference to other Policies

Other school policies that have a bearing on the code of behaviour include:

- SPHE plan
- Anti-bullying - The anti-bullying policy forms part of the overall school Code of Behaviour and the standards of behaviour that are outlined in the Code of Behaviour apply to the Anti-Bullying Policy of St. Joseph's NS .
- Dignity in the workplace
- Admissions Policy.
- Record keeping
- DEIS plan
- Health & Safety
- Equality
- Special Educational Needs
- Homework.
- Child Safeguarding Statement and Risk Assessment
- Substance Use
- Litter
- Communication
- Healthy Eating

Success Criteria

Some practical indicators of the success of the policy include the following:

- Atmosphere of positive behaviour within the school
- Pupils are aware of school rules
- Staff apply school rules consistently
- Growth in self discipline
- Co-operation between parents, teachers and pupils in maintaining the code.
- Comments or compliments on behaviour.
- Pupils working to the best of their ability
- Class working to the best of their ability
- Improvements in behaviour

Review and Ratification

This policy was updated and ratified in 2023

This policy will be reviewed at the end of the 2026 school year or before that date should the need arise.

Signed:

Edward Forde (Chairperson Board of Management)

Date;14/02/2023