



Scoil Náisiúnta An Chroí Ró Naofa



Code of Behaviour

Under section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students and school community. This school code of behaviour was prepared in accordance with guidelines issued by the Tusla Educational Support Service (TESS).

The Code of Behaviour will help the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The Code of Behaviour helps teachers, other members of staff, students and parents/guardians to work together for a happy, effective and safe school.

The Education (Welfare) Act 2000 sets out certain matters that must be included in a code of behaviour. Section 23(2) of the Education (Welfare) Act 2000 says: A code of behaviour shall specify—

- (a) the standards of behaviour that shall be observed by each student attending the school;
- (b) the measures that may 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 relating to notification of a child's absence from school.

In order to comply with these requirements, and in order to have the best chance of achieving its objectives, the code of behaviour should address:

- the standards of behaviour expected in the school
- the plan for promoting good behaviour
- the ways in which the school responds to unacceptable behaviour
- the plan for implementing the code of behaviour
- school procedures for the use of suspension and expulsion.

1. Aims of the Code of Behaviour:

The aims of the Code of Behaviour of Sacred Heart SNS are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

School Ethos

The aim of this policy statement is to safeguard and protect the rights of staff, pupils, parents and all who visit our school. All members of the school community have a right to be treated with respect and to work in a safe environment. Teachers have a right to teach, pupils have a right to be taught, parents and visitors have a right to be shown respect and courtesy. Behaviour that interferes with the rights of others is unacceptable.

2. Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, ***emphasise positive behaviour*** and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded.

3. School Discipline

Discipline is defined as “instruction: training of the mind; or body; or moral faculties; self control; subjection to authority; order.” Good order within the school must include mutual respect between teachers, SNAs and ancillary staff and teachers, parents and teachers, pupils and teachers, and pupils and pupils.

Good order within the school must include order within the classroom – regular lessons, prepared work and ordered behaviour.

Good order within the school must include order in the corridors- no rough behaviour when classes lined up or when groups are moving between classes or activities.

Good order within the school must include order within the P.E. Hall – no ‘wild’ freedom or hyperactive lessons.

Good order within the school must include order within the school yard- proper supervision by staff ‘on duty’ in the yard and being aware of what children are doing.

Good order within the school must include order to and from the yard and towards the school exits at 2.40p.m. – children should be walked out of their classrooms as far as the cars, at which point they will be under the supervision of the teachers on gate duty.

4. Promoting Positive Behaviour

Promoting good behaviour is the main goal of the code. School management and staff actively foster a school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour.

4.1. *General Guidelines for Positive Behaviour*

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at

all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.

2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to be wearing complete uniform, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to cooperate with others, follow teacher's instructions, to work to the best of their ability and to present work neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

4.2. Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

The day-to-day excellence of school management and classroom teaching will enable most students to behave in ways that support their own learning and development.

Teachers and other school staff also need a range of strategies for promoting good behaviour at class and school level. There should be consistency across the teaching team as to how best to promote good behaviour.

Students are more likely to behave well when:

- they are given responsibility in the school and are involved in the development of the code of behaviour
- they understand why the code is important and their part in making it work
- they can see that the code works in a fair way
- there are standards that set high expectations for student behaviour
- the standards are clear, consistent and widely understood
- parents support the school by encouraging good learning behaviour
- there are good relationships between teachers, parents and students and a happy school atmosphere
- adults model the behaviour that is expected from students

4.3. Use of Rewards System

Reward systems are part of the overall school or class strategy, and may form part of a planned intervention to help an individual student to manage their own behaviour. The school community has considered and agreed on the use of reward systems.

Rewards for students with special needs should take account of their particular learning style. In the case of students with a sensory disability, the reward should be communicated in ways that take account of that. For all students, and especially those with learning difficulties, reward will have an impact when it is closely linked in time to the behaviour that is being rewarded.

Reward systems are more likely to motivate students in Sacred Heart SNS when:

- they are meaningful to the individual student or group
- the student understands what the reward is given for
- they acknowledge behaviour that is valued and wanted
- they are closely linked in time to that specific behaviour
- they are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors (for example, a pupil may prefer private acknowledgement to public praise)
- they are given for effort and not only for achievement
- they are used consistently and by all staff
- they are used in an inclusive way. Rewards must not be used in a way that discriminate against any student or group of students, for example, students from a particular background, gender or ethnic group

4.4. *Strategies/Incentives*

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation and name placed in "Golden Book."
- Praise in front of class group.
- Class Dojo points.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- Spin the Wheel & Principal's Prize initiatives
- Class treat (tour, visit cinema, bowling, walk to local park/playground, library excursion etc). One per term is recommended guideline.

5. **Responding to inappropriate behavior**

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

5.1. *Balancing Needs*

Where a student's behaviour disrupts the teaching and learning of other students, school staff and management in Sacred Heart SNS has to weigh the needs of that student with the needs of other students and staff. This can be a difficult balance, and achieving it requires the application of professional skill and judgement, in each individual case, drawing on factual and objective information about the impact of a student's behaviour, and using transparent criteria for measuring that impact. In its approach to supporting good learning behaviour and responding to inappropriate behaviour, Sacred Heart SNS adopts a systematic way of attending to both the impact of inappropriate behaviour on other students and staff and the impact of a sanction on the student.

School staff strive to maintain a classroom and school environment which is supportive of the learning of every student in the school and which ensures continuity of instruction for them. The Board of Management, with the school community, develops a strategy for intervening early and positively when student behaviour does not meet the standards expected in the school.

5.2. *A Problem -Solving Approach*

An important element of the approach to a student's inappropriate behaviour is a problem-solving approach: that is, one where the teacher and the school respond to the unwanted behaviour using these steps.

- Gather information. Understand the context and the factors that may be affecting behaviour.
- Generate ideas about possible solutions that take account of the reasons why it may be happening.
- Decide and agree on specific strategies.
- Implement the agreed strategy consistently.
- Review progress: evaluate the impact and effectiveness of the intervention.
- Throughout, keep the relationship with the student as positive as possible; involve the student and parent

5.3. Whole School Approaches

Elements of a our whole-school approach to addressing inappropriate behaviour include:

- agreed ways of describing behaviour (currently being developed)
- arrangements for recording behaviour
- a ladder of intervention.

5.3.1. Restorative practices

Sacred Heart SNS incorporates Restorative Practices into its problem-solving approach to inappropriate behaviour.

Restorative Practices is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practice allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. The development of each relationship is based on a set of core values. These values include respect, and being respectful of everyone, including towards people someone maybe doesn't always see eye to eye with or even like.

Through the development of empathy, and promoting understanding of perspective taking, people can learn to respect each other and where someone is coming from in terms of their own expression of thought and feelings. In our efforts to show empathy, as human beings we are able to harness the notion of fairness into our relationships, and therefore can also account for our own actions and hold others to account for theirs.

5.3.2. Agreed ways of describing behaviour

Sacred Heart SNS is working on developing a common framework for documenting concerning behaviour which includes ways of describing the nature, intensity and persistence of the behaviour. Accurate descriptions allow adults to locate behaviour on a continuum of seriousness, to notice patterns, to observe changes over time or in different contexts and to develop ways of responding based on this detailed knowledge. This approach enables staff to use a respectful and problem-solving approach, even when a student's behaviour is difficult and challenging. Accurate descriptions allow for reliable information about a particular student's behaviour to be gathered and shared. Agreed terminology also helps with monitoring and review of the code of behavior.

Any intervention should include a collaboration between the many people who may have information and influence in supporting change.

5.3.3. Arrangements for recording behaviour

The Aladdin School Management System provides a simple recording system that allows the school to track, systematically and consistently, any student's behaviour that is a cause of concern e.g. behavioural plans, ABCs, Support Files, observations, serious Key for Discipline incidents. Records should note interventions tried and how the student has responded to them. A standard school template is for recording sanctions.

5.3.4. A Ladder of Intervention

As part of the whole-school approach, school staff have an agreed ladder of intervention in response to inappropriate behaviour. This allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour. Three levels at which intervention may take place are outlined below. At each level, parental and family support should be sought.

Support for all	Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher.
Additional support for some students	Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include: <ul style="list-style-type: none">• referral to another teacher e.g. SET, Support Teacher or adult who can work with the student• involving the Care Team• setting targets for behaviour and monitoring them with the student in a supportive way• behaviour contracts
Specialised support for a small minority of students	A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and

	<p>systematic response involving the important adults in their lives, in school and at home e.g. a Behavioural Plan.</p> <p>The Principal and staff continuously build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services.</p> <p>Sacred Heart SNS is cognisant of its obligations under the Equal Status Acts 2000 to 2004 with regard to making reasonable accommodation for students with disabilities</p>
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5.4. *The Use of Sanctions*

The Board of Management promotes a whole-school approach to the use of sanctions. This approach provides for:

- clarity about the role and purpose of sanctions
- good practice in the use of sanctions
- the school's duty of care
- supports for students with special educational needs.

The objective of a sanction is to help the student to learn.

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

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

5.4.2. *Good practice in the use of sanctions*

Sanctions should be used in a way that ensures that:

Sanctions are part of a plan to change behaviour

A sanction is a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student to learn.

A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely.

5.4.3. Sanctions are used consistently

It is the responsibility of school management to ensure that all members of staff use agreed sanctions in a consistent way. This removes subjectivity and helps to ensure fairness. Teachers should know the level of sanction they are authorised to apply.

5.4.4. Students and parents know what sanctions are used in the school

The school's policy on sanctions needs to be communicated clearly. A student should know when they have breached the code and that the breach warrants a sanction. A student should be able to relate the sanction to the behaviour that prompted the imposition of the sanction.

5.4.5. Sanctions are proportionate

Sanctions should be proportionate to the nature and seriousness of the behaviour. Decisions about the use of sanctions should distinguish between minor misbehaviour and serious misbehaviour. The view taken about how serious any particular behaviour is will depend on several factors besides the actual behaviour itself. These factors will include:

- the frequency, duration and persistence of the behaviour
- whether it is part of an escalating pattern of poor behaviour
- the context of the behaviour.

5.4.6. Sanctions are appropriate

They should be appropriate to the age and developmental stage of the student and take account of the cultural background of the student. Sanctions should be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a child with special educational needs). In order to comply with equality legislation, sanctions must not be used in a manner that discriminates against particular students or groups of students and schools should be aware that some sanctions might impact disproportionately on particular groups

The purpose of sanctions and other strategies is to promote positive and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

6. The Key for Discipline

The Key for Discipline is a whole-school approach to the issue of pupil behaviour throughout the school. The primary benefits of the scheme include the implementation of a consistent response to behavioural issues irrespective of grade, teacher and context, and the acknowledgement of efforts made by the majority of pupils who, in the past, were often denied the same level of attention and acknowledgement given to "troublesome" children. The KfD was developed in consultation with all staff members, the parent body and Board of

Management. The system is regularly and systematically evaluated and refined through consultations involving staff, parents and pupils. This evaluation and day to day implementation is coordinated by the Positive Behaviour Committee, and meets regularly under the chairpersonship of the Code of Behaviour Coordinator and/or School Support Teacher.

The three main components of the KfD scheme are:

- Reward system: Class Dojo points, prizes, certificates and letters to parents.
- Sanctions: an incremental system of sanctions, of increasing severity.
- Rules: four rules, see below
- Positive teaching: praise, encouragement, acknowledgement.

The rationale for, and implementation of, the Code of Behaviour is in line with whole-school policies on discipline and anti-bullying, and dovetails seamlessly with the school discipline policy in relation to serious misbehaviour, i.e. S5 and S6

The Key for Discipline programme is used by every teacher and every class in the school. It is based on the four rules below. The rules, the rewards and the sanctions are the same for every pupil. Each child is allocated a Class Dojo account and avatar, and they can earn Dojo Points every day. When they have filled in a certain amount they get a prize i.e every 180 Dojo Points = Principal's Prize.

School Rules

- 1. We come to school every day, on time and prepared**
- 2. We have respect for people and for property**
- 3. We do our best in class and allow others to do the same.**
- 4. We behave in an orderly manner around the school.**

6.1. The **Key for Discipline** outlines a **Ladder of Sanctions** which include:

S1: Verbal Warning including advice and opportunity to address concern

S2: Further warning with loss of daily bonus Class Dojo point.

S3: Temporary separation from peers within class and/or temporary removal to another class to complete prescribed work/reflective log.

S4: Activity sent home for completion and signed by parent/guardian

S5: Name recorded on Aladdin system as S5 sanction (with restorative approach)

S6: Suspension List

Temporarily removing a student from the classroom to a supervised location may be appropriate in the interests of classroom management in order to ensure the learning of other students and to help the individual student to recognise and learn about the impact and consequences of their behaviour. However, consistently denying a student access to a particular part of the curriculum as a general sanction is not appropriate.

6.2. *The school's duty of care*

The school, and every teacher, should ensure that, in applying any sanction, the duty of care to the student is maintained. The teacher's duty of care is a professional duty of care, reflecting the teacher's training, skill and knowledge. This duty requires, for example, that a student is appropriately supervised at all times while at school. Appropriate arrangements must also be made to ensure that child protection guidelines are observed (see Department of Health and Children, (1999) Children First: National Guidelines for the Protection and Welfare of Children)

6.3. *Students with special educational needs*

Sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and skills, as in the case of any student. However, teachers should take particular care that they help the student with special needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs

Applying sanctions in response to behaviour that takes place outside school

The standards and rules contained in this code of behaviour usually apply in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school. Where a student is alleged to have engaged in serious misbehaviour outside 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.

The school Board of Management may need to get legal advice where the situation is complex.

6.4. *Very Serious Misbehaviour*

1. Abusive Language, without remorse, or physical attacks against a teacher or against a member of staff.
2. Aggressive physical assault against another pupil; examples of which would be headbutting, use of a weapon, biting, deliberate kicking or punching.
3. Deliberate and serious damage to property belonging to school, staff and/or pupils.
4. Persistent disruption of class
5. Gross insubordination - refusal by a pupil to do what he/she is asked to; gross failure or refusal to observe the standards set out in the Code of Behaviour

All of the above very serious misbehaviour will result in suspension.

6.5. *Serious Misbehaviour*

Cursing, kicking, spitting, fighting, head-locking, bullying, leaving school/school yard without permission, regular breaking of school rules in the yard, in the classroom or around the school grounds, refusal.

All of the above serious misbehaviour will result in being included on the suspension list or receiving a S5 letter.

6.6. *Misdemeanour*

Occasional concerning behaviour within the classroom should be dealt with by the class teacher as it occurs. Occasional concerning behaviour within the yard or school environment should be dealt with by the teacher on duty. Both of the above will be dealt with in accordance with the Key for Discipline Policy.

6.7. *Suspension List*

1. Name on list for serious offence - this lasts one calendar month and gives the children an opportunity to improve their behaviour.
2. A second serious offence means suspension- length of time at the discretion of the principal.

The length of time for a **second** and **third** suspension is also at the discretion of the principal.

A **fourth** suspension means that the matter is brought to the Board of Management.

6.8. *Sin Bin*

A Sin Bin approach is used to help promote positive behaviour during breaktime on the school yard.

The Key for Discipline will be applied to children who are regularly in the Sin Bin.

7. Suspension/Expulsion

Before serious sanctions such as suspension or expulsion are used, where possible the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. A written letter will inform the severity of the behaviour issue.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour. Immediate suspension will apply if a member of staff or pupil is physically attacked.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management (BOM) will be informed and the parents will be requested to attend at the school to meet the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other relevant members of the school community. They will consider records of previous misbehaviours, their pattern and context, sanctions and other interventions

used and their outcomes, and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the BOM may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding 3 school days (except in exceptional circumstances, where the principal considers that it is warranted to achieve a particular objective), pending a discussion of the matter with the parents. The BOM places a ceiling of 10 days on any one period of suspension imposed by it.

The Board of Management of Sacred Heart SNS has the authority to expel a student. As a matter of best practice, that authority will be reserved to the Board of Management and will not be delegated.

In accordance with *Developing a Code of Behaviour – Guidelines for Primary School (National Education Welfare Board, 2008)*, 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, school authorities have 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 might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

(NEWB, 2008, p.81)

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board shall notify the Local Educational Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent(s)/guardian(s) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

A restorative approach will be taken during the reintegration process, led by the classroom teacher. SET may provide support and SCP may also provide support through programmes such as 'Check & Connect' or mentoring.

8. Bullying Behaviours

Bullying is defined as: repeated verbal, psychological or physical aggression by an individual or group against others over a prolonged period. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting.

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Sacred Heart SNS (19543T) has adopted an anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils, and is therefore fully committed to the key principles of best practice in preventing and tackling bullying behaviour.

Bullying will not be tolerated, and parents/guardians will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

9. Roles and Responsibilities

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Teachers' Responsibilities

- Support and implement the school's code of behaviour.
- Build and maintain positive relationships
- Create a safe working environment for each pupil.
- Recognise and affirm good work.

- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

Parents/Guardians' Responsibilities/Code of Conduct

Parents are expected to:

- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Encourage children to have a sense of respect for themselves, others and for property.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect their child's progress/behaviour.
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform.
- Be courteous towards pupils and staff.
- Make an appointment to meet with a teacher/the Principal through the office.
- Respect school property and encourage their children to do the same.
- Label pupil's coats and other personal property
- Strictly supervise pre-school children, when in the school.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

Pupils and school staff are entitled to be treated with respect and entitled to a safe learning environment. Disrespectful behavior by any visitors such as confrontational or aggressive behavior, shouting, use of foul or abusive language, will not be tolerated.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening of school gates at 8:50 a.m. or after the official closing time of 2.40 p.m., except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times. See Arrivals and Dismissals Policy for more details.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher meetings
- Using school's online communication platform - Class Dojo.
- Through children's homework journal
- Letters/notes from school to home and from home to school.
- School notice board.
- Newsletters/school web-site/e-mails.
- Text A Parent service.
- There is also regular communication via the Home School Community Liaison teacher and where appropriate home visits will take place.

Health and Safety

Health and Safety legislation requires Boards of Management of schools, as employers, to provide in as far as reasonably practicable, a safe place of work for employees. The Boards of Management are also required to ensure, as far as reasonably practicable, that students, parents and visitors, who may be on the school premises, are not exposed to risks to their health and safety.

The legislation further requires the Boards of Management to conduct their business, as far as reasonably practicable, in ways that prevent improper conduct or behaviour likely to put

the safety, health or welfare at work of employees, or the health and safety of students, parents or visitors, at risk.

Sacred Heart SNS actively develops and promotes parental involvement and communication as an integral part of our school improvement and development.

Parents who wish to have a consultation with a teacher are encouraged to make an appointment with this teacher. This can be arranged by sending in a note, putting a message on Class Dojo or through the school secretary. It is preferable to conduct meetings in private, as it is unsatisfactory to have a consultation at the classroom door, while simultaneously supervising a class of children. We also feel that parent/teacher consultations should not take place within the hearing of other pupils, parents and/or staff members.

In accordance with *Circular Letter 40/97 to Boards of Management and Principals of National Schools*, it is standard school policy and procedure that:

'in urgent cases where a pre-arranged appointment is not appropriate, parents of pupils in Sacred Heart SNS are encouraged to report in the first instance to the school secretary/principal. The practice of parents approaching classrooms directly during teaching time is categorically discouraged. Specifically, access to teachers is on an "appointment only" basis where the circumstances of a meeting are likely to provoke a confrontation.'

10. Notification of Pupil Absences

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

- the school should be notified of the absence on the first day the pupil returns to school (or in advance of this if practical and/or desirable)
- the reason for the absence should be notified to the class teacher
- the absence should be notified using the school journal, phoning the secretary or messaging on Class Dojo
- details pertaining to the absence, such as duration and reason, should be provided
- significant absences cause by ill health should be certified.

11. Teaching the code and building student competence

Sacred Heart SNS has clearly defined and will teach the behaviours we expect from students. We acknowledge that schools can foster skills in students to manage and regulate their own behaviour and to respond appropriately to the behaviour of others. In this way, schools equip students with essential life skills, while also creating the conditions for effective teaching and learning

12. Communicating the Code of Behaviour

Section 23(4) of the Education (Welfare) Act 2000 requires the school to provide parents with a copy of the code of behaviour before registration of the parents' child as a student of the school – the Code of behaviour is available to parents/guardians on the school website and a hardcopy is available on request. The Act states that the Principal may, as a condition

of registration, ask the parents to confirm in writing that the code is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by their child.

Review

The Policy is being implemented by all teaching staff and future developments for change will be discussed with all relevant stakeholders.

The principal and Positive Behaviour Committee will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings.

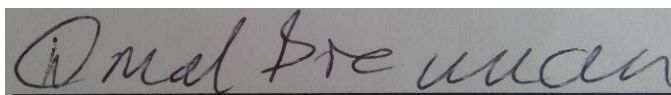
Review Timeframe

Term 1 2023

Board of Management.

Date: 29/11/2022

Chairperson Signature:

A rectangular box containing a handwritten signature in black ink. The signature appears to read "Dina Freeman".

Appendix A

Rules of the School Explained

1. I come to school every day, on time and prepared.

This means:

- That you attend every day unless it is absolutely unavoidable.
- That if you miss school you bring in a note or put message on Class Dojo.
- That if you must leave school during the day, you must have a note and you must be collected.
- That if you are unavoidably late, you bring in a note from your parent/guardian.
- That you behave yourself on your way to and from school.
- That you have the proper stationery (pencils, pens, ruler etc), books and copies required for class.
- That you will be careful with library books, your own books, pencils, markers and crayons.
- That you must wear a school uniform or school tracksuit.

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation for your absences.
- The school is responsible for you during the day.
- It is expected that a late arrival to school be explained out of courtesy.
- The school expects that all pupils can come to and go home from school safely.
- It wastes time if you have not got your pens, copies and books.
- Having items not needed for class causes distraction and wastes time.
- Most of our books are rented and will need to be passed on to another pupil at the end of the year. If we don't keep our belongings in good condition they won't last for the year.
- It is important to dress smartly and take pride in our appearance. School uniforms help make school safer for students, creates a more 'level playing field,' and encourages you to focus on school life rather than your clothing.

2. I have respect for people and for property.

This means:

- That you will be helpful and treat other students and all staff with good manners and respect.
- That you will keep unhelpful hands, feet, objects and comments to yourself.
- That you will call others by their preferred names.
- That bad language, biting, bullying, kicking, punching, spitting is unacceptable behaviour.
- That you will respect the instructions of all school staff.
- That you will not pick on or bully others.
- That you use the litter bins.
- That you respect school property and the property of other people.
- That you have respect for other cultures, religions and differences.

Because:

- Everyone is entitled to good manners and respect.
- Bullying causes fear, hurt and misery.
- Offensive or abusive language shows disrespect and can cause hurt.
- Keeping the school environment pleasant and litter free is everyone's responsibility.
- Spitting makes the school grounds unpleasant and may spread infections.
- You would expect the same respect for your property.
- Everyone has the **right** to your respect.

3. I do my best in class and allow others to do the same.

This means:

- That you work to the best of your ability.
- That you listen to your teachers.
- That you do not disturb the class.
- That you sit with the four legs of your chair on the floor at all times.
- That you do your homework each night, written and oral.
- That you always have your journal with you and take down your homework in it.
- That your parent/guardian signs your journal/work each night.
- That you put your chair up on the desk at the end of the day and help tidy the room.

Because:

- Everybody has a right to learn in a caring, safe and respectable environment.
- The teacher is trying to help you.
- Disturbing the class is unfair to others who wish to learn.
- It is dangerous to swing back on the two legs of your chair.
- Homework is a back up to the work done in class.
- Your journal helps you remember what you have to do and is a means of communication between school and home.
- Getting your journal signed lets your parents see how you are getting on.
- It is important to take responsibility for tidying up after ourselves.

4. I behave in a proper manner around the school.

This means:

That you must obey promptly.

- That you walk in an orderly way around the school.
- You must line up properly and wait for your teacher.
- That eating or drinking is allowed within the school building only at specified times and in specified rooms.
- In the yard and on wet days in the school you should obey instructions of the teachers on duty.
- That you don't break, damage or deface school property.
- That chewing gum is totally forbidden in the school building and grounds.
- That mobile phones are not allowed in school.

Because:

- This keeps the school safe for everyone.
- Lining up quietly is safer.
- Specified times and areas for eating/drinking helps to keep the school clean and pleasant.
- Obeying break time rules and teachers' instruction is safer and helps with supervision.
- Others have to use school property and repairs/replacements are expensive.
- Chewing gum messes up school furniture and flooring.

Appendix B

Examples of Behaviours

Examples of minor misbehaviour include:

- Continuous talking.
- Fidgeting.
- Inattention.
- Pushing and talking in the line.
- Writing and passing notes.
- Bringing food to the yard.
- Being in wrong yard area.
- Spitting on ground.
- Interfering in others games.
- Disrupting other classes at windows.
- Chasing games.
- Deliberate delaying while going to class lines on bell.

Examples of serious misbehaviours include:

- All minor misbehaviours when on a persistent basis.
- Behaviour that disrupts the learning of others in class.
- Refusal to do work.
- Telling lies.
- Slagging/Name calling.
- Swearing/bad language.
- Throwing food at other pupils.
- Rough play/ chasing games.
- Leaving the school without permission.

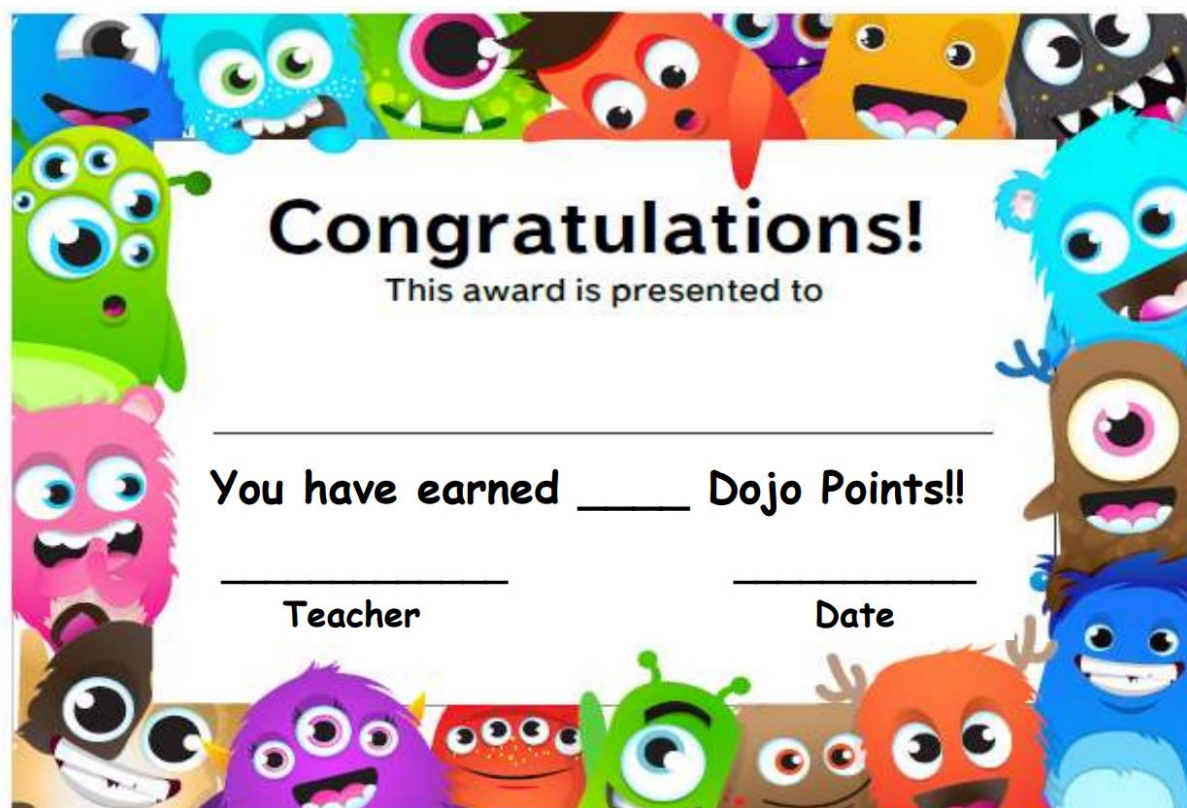
Examples of very serious misbehaviour include:

- Persistent disruptive behaviour.
- Persistent slagging/name calling.
- Persistent defiance and disrespect.
- Hitting or other aggressive behaviour (unprovoked)
- Throwing objects that could cause injury or harm.
- Racist/bad/inappropriate language deliberately directed at someone.
- Inappropriate harassment and bullying.
- Uncontrolled behaviour.
- Angry/aggressive play at football.
- Fighting.
- Deliberately spitting at another child.

Appendix C
Yard Rules and Routines

1. Pupils must cooperate the teachers at all times when out on the yard/field/park.
2. Pupils must respect teachers, assistants and fellow pupils by not using violence at any time.
3. Pupils must not use bad, rude abusive language to teachers, assistants or other pupils.
4. Pupils are not allowed to go into the school at yard times unless accompanied by a teacher or assistant or have been given permission to by a teacher.
5. In the morning pupils should line up in their class lines in their designated area.
6. Electronic devices/phones are not allowed on the yard.
7. Food is not allowed on the yard at any time.
8. Pupils must go to their lines promptly when the bell/whistle sounds.
9. Pupils must take a time out when asked to by a teacher/other adult in charge.
10. Pupils must stay in their own yard area.
11. Pupils must walk to their lines.
12. Pupils must line up in a quiet and orderly fashion.

Appendix D: Class Dojo Certificate



Appendix E: Letter of Congratulations



Scoil N An Chroí Ró Naofa

Phone: 01-4524811
Fax: 01- 4621764
Email: info@sacredheartsns.net

Killinarden
Tallaght
Dublin 24

Date: _____

Congratulations

Dear Parent(s)/Guardian(s),

The principal and staff of Scoil N. An Chroí Ró Naofa would like to congratulate you on _____'s success at their positive behaviour and in reaching a Class Dojo milestone.

The school have acknowledged this great achievement and we would ask you also to recognise _____'s success.

Yours faithfully,

G.Diver
Principal



Appendix F: S5 Letter – Aladdin



An Chroí Ró Naofa Senior National School

Phone: 01-4524811
Fax: 01- 4621764
Email: info@sacredheartsns.net

Killinarden
Tallaght
Dublin 2

Date: {{ current_date_long_form }}.

{{ first_name }} was involved in serious concerning behaviour which is unacceptable in the school and received a S5, in line with the Board of Management's Code of Behaviour.

(a) Aggression		(b) Damage to Property	
(c) Constant Bullying		(d) Persistent Disruption	
(e) Refusal		(f) Intimidation	
(g) Other:			

A restorative response was taken where the student was invited to share:

- what happened (in their opinion)
- what they believed the impact has been on those involved
- what they think needs to happen to put things right or to make things better in the future

This approach is based on 4 key features:

- Respect - everyone by listening to other opinions and learning to value them
- Responsibility - taking responsibility for your own actions
- Repair - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- Reintegration - working through a structured, supportive process that aims to solve the concern and allows young people to re-join their peers

By using a restorative method, it is hoped that students who have had a negative effect on others will realise the impact of their actions, have a better understanding of another person's perspective and a more positive outlook going forward.

Appendix G: Suspension List Letter



An Chroí Ró Naofa Senior National School

Phone: 01-4524811
Fax: 01- 4621764
Email: info@sacredheartsns.net

Killinarden
Tallaght
Dublin 2

Date: {{ current_date_long_form }}.

Dear Parent,

{{ first_name }} has been involved in serious misbehaviour which is unacceptable in the school.

(a) Aggression		(b) Damage to Property
(c) Constant Bullying		(d) Persistent Disruption
(e) Refusal		(f) Intimidation
(g) Other:		

We have spoken to {{ first_name }} about this misbehaviour and stressed that if it happens again we will have no option but to suspend {{ first_name }} in line with the Department of Education and Science's regulations regarding school discipline and with the Board of Management's Code of Behaviour.

I know that you do not approve of this misbehaviour and that you will talk to {{ first_name }} about it.

Yours sincerely,

G. Diver.
Principal

Parent's Signature:

Signed Letter from home received by Principal on ____ / ____ / _____