



CODE OF BEHAVIOUR

KILDARE PLACE SCHOOL



Kildare Place School by Heather McKay

Contents

INTRODUCTION	3
ROLES & RESPONSIBILITIES.....	3
The role of the Board of Management in our Code of Behaviour:	3
The role of teachers in the Code of Behaviour.	4
The role of parent/guardians/guardians in the Code of Behaviour.....	4
The role of the pupils in the Code of Behaviour	5
REWARDS.....	6
INTERVENTIONS/SANCTIONS	6
Examples of Minor Incidents in no particular order:	6
Interventions/Sanctions.....	7
MAJOR INCIDENTS.....	7
Examples of Major Incidents in no particular order	7
Interventions/Sanctions.....	7
PUPILS WITH ADDITIONAL EDUCATIONAL AND EMOTIONAL NEEDS	8
SUSPENSION AND EXCLUSION OF PUPILS IN KILDARE PLACE SCHOOL.....	8
Context.....	8
The Grounds for Suspension	9
Authority to Suspend	10
Procedures to be followed in respect of suspension.....	10
The period of suspension.....	10
Notification of suspension	10
Appealing a suspension.....	11
Grounds for removing a suspension	11
PROCEDURE FOR RE-INTRODUCTION OF PUPIL.....	11
RECORDS AND REPORTS.....	11
Report to the Board of Management	11
Report to NEWB	11
EXCLUSION	12
The Grounds for Exclusion	12
Factors to Consider Before Proposing Expelling a Pupil	12
Procedures in respect of exclusion	12
APPEALS.....	13
IMPLEMENTING THE CODE OF BEHAVIOUR.....	13
COMMUNICATING THE CODE OF BEHAVIOUR.....	13
TEACHING THE CODE AND BUILDING PUPIL CONFIDENCE AND COMPETENCE	14
MONITORING BEHAVIOUR IN THE SCHOOL.....	15
REVIEWING THE CODE OF BEHAVIOUR.....	15

INTRODUCTION

The vision of ***Kildare Place School*** is to create a safe, caring environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their school life.

We, the school community will work towards achieving a high standard of behaviour, which will promote and nurture each child's self-esteem, self-confidence, initiative and creativity, whilst instilling a respect for all members of the school community.

This will require a strong sense of community within the school and a high level of co-operation between the Board of Management, staff, parent/guardians and pupils.

We have developed, therefore, a whole school approach to discipline which includes all the partners in the school community – the Board of Management, the Principal and teachers, the parent/guardians and the pupils.

We feel this code of behaviour:

- Translates the expectations of staff, parent/guardians and pupils into practical arrangements that will help ensure continuity of instruction to all pupils.
- Helps to foster an orderly, harmonious school where good standards of behaviour are expected and supported.
- Reflects the vision, mission and values of this Church of Ireland, parish school community and its Patron.

Reasonable effort will be made to ensure that the 'Code of Behaviour' is implemented in a reasonable, fair and consistent manner, thus promoting mutual respect, co-operation and natural justice.

ROLES & RESPONSIBILITIES

The role of the Board of Management in our Code of Behaviour:

The Board of Management will strive to:

- protect and promote the ethos of the school.
- ensure effective management and provision in the school.
- provide management structures which will facilitate the Principal and staff in the fulfilment of the school's aim and objectives.
- be responsible for all staff in the school.
- ensure that
 - (a) pupil's needs are identified and responded to
 - (b) the general educational provisions within the school are of high quality and meet the requirements prescribed by the Department of Education.

- (c) management and staff development needs are identified and provided for, within the resources available.
- (d) procedures are in place to ensure that parent/guardians can receive full information on all aspects of their children's school life and their progress.
- (e) the school complies with the rules and regulations prescribed by the Department of Education.
- (f) working with the Principal, the school's discipline policy is fairly and consistently implemented.

The role of teachers in the Code of Behaviour.

Teachers will work towards creating a positive environment conducive to teaching and learning, promoting mutual respect to all members of the school community.

- They will strive to help each pupil reach his/her full potential through effective instruction methods.
- They will assess the pupils' attainments and difficulties fairly.
- They will strive to ensure the pupils' safety and well-being at all times.
- They will be fair and consistent in their approach to discipline and problem solving.
- They will mark the children's schoolwork and homework, regularly and consistently.
- They will endeavour to maintain positive home/school links.
- The staff agree that positive reinforcement of good behaviour and fair expectations can make pupils responsible in their work and conduct.
- Teachers will insist, firmly and fairly, on honest effort and commitment from pupils and on high standards of behaviour. They will create an environment in the classroom conducive to learning where positive behaviour is the expected norm and negative behaviour will be dealt with immediately.
- Issues causing concern generally in the school or in the classroom will be dealt with by staff, who will implement structured activities which create a forum where pupils and staff can express their concerns.

The role of parent/guardians/guardians in the Code of Behaviour.

As a school we recognise that Parent/guardians have a crucial role to play in supporting their children whilst attending school. In order to support their child parents are asked:

- to ensure that their children attend school, punctually, for class.
- to inform the school of any absences and illnesses, or who needs to remain indoors at lunchtimes due to sickness/injury.
- Children who are sick should not attend school. The school should be notified regarding any contagious conditions. It is school policy that all pupils who are sent home sick from school, do not return until 48 hours later.
- to ensure suitable age appropriate clothing is worn to school. (Kildare Place School feels that the wearing of make-up is not necessary whilst in school.)
- to ensure that homework is completed/submitted on time, and signed where appropriate.

- to ensure that their child has a **practical**, healthy lunch (in line with our Healthy Eating Policy) daily. (Knives and forks are **not** permitted.)
- to collect their children promptly from school at 1.30/2.30pm during school days and 3.30pm when pupils are engaged in after school activities and no later.
- to ensure only participating children attend extra-curricular activities.
- They will support the school authorities and staff in the best interests of the children.
- They will agree to support the schools Code of Behaviour and explain it to their children.

The role of the pupils in the Code of Behaviour

Pupils will conduct themselves at all times in a way which will show self-respect, respect for all members of the school community, and for property.

Each child will be made aware of the following school rules, at an age appropriate level, the aim of which is to ensure his/her own safety and of others and encourage respect for others and for property.

Children should:

- Be careful coming to and going from school.
- Not cycle or skate in the school playground.
- Remain seated on the benches in the shelter during the 8.40-8.50 supervision time.
- Be in time for the start of lessons.
- Show respect for staff, parent/guardians, visitors, fellow pupils and all members of the school community.
- Behave in the classroom so that all members of the class can learn in a safe, quiet orderly atmosphere.
- Always walk in the school building.
- Bring a practical healthy lunch to school.
- Take care of personal hygiene.
- Do their best in school to listen, work and learn at all times.
- Do their homework assignments each day as required.
- Take pride in the school environment by helping to keep it tidy and clean.
- Not waste or damage other people's property or school property.
- Be truthful and honest at all times.
- Never bully others and never allow others to be bullied.
- Tell parent/guardians, school staff or trusted adults immediately if they have concerns.

REWARDS

Good behaviour and good work will be rewarded in a variety of ways:

Verbal praise, positive comments in exercise books, stickers, ink stamps, points, stars, certificates, homework passes on particular nights, Golden time (which could mean extra time for craft sessions, P.E., board games, drama etc.) special responsibilities or privileges, Principal's awards. Strategies employed will be at the discretion of the class teacher and/or the school Principal.

We recognise however, that negative behaviour is a reality in school life and can stem from a variety of causes either occurring in the school situation or arising from external factors, perhaps in the home or local environment. It is important for us that problems are brought to the attention of the staff and Principal so that appropriate action can be taken, if problems are to be identified and dealt with effectively. Positive home-school links are essential in this regard. In many cases, negative behaviour in pupils will be dealt with by class teachers, and only when necessary, brought to the attention of management in the school. Serious behaviour problems may be brought to the attention of the Chairperson/School board if deemed necessary by the school Principal.

INTERVENTIONS/SANCTIONS

Under certain circumstances there is a need for sanctions to register disapproval of unacceptable behaviour.

The school has devised a graded system of sanctions suitable to particular needs and circumstances. Misbehaviour must, we recognise, be checked immediately after it occurs.

A distinction is made below between minor and more serious incidents in terms of sanctions. Sanctions will be applied at the discretion of the Principal and staff, taking into account individual circumstances, if deemed appropriate.

Examples of Minor Incidents in no particular order:

1. Homework or classwork not completed to a satisfactory standard.
2. Running in the school building.
3. Interrupting/Distracting other pupils from schoolwork.
4. Failure to line up in an orderly fashion
5. Climbing on walls, windows, sills etc.
6. Late arrival to class
7. Disrespect/impertinence to members of the school community.
8. Use of a mobile phone during school hours.
9. In-appropriate behaviour in the school playground.
10. Being hurtful to members of the school community.

Interventions/Sanctions

1. Reasoning with pupil
2. Advising and alerting pupils to the consequences of inappropriate behaviour.
3. Reprimanding pupils (including advising and practising how to improve.
4. Temporarily separating pupils from peers, friends or other.
5. Loss of privileges.
6. Detention during a break.
7. Prescribing of additional work (to be signed by parent/guardian/guardian where appropriate)
8. Confiscating disruptive items.
9. Withdrawal of class outings/trips
10. Referral to the Principal.
11. Informal parent/guardian consultation.
12. Letter of apology (co-signed by parent/guardian/guardian)
13. Use of "Time Out /Sin Bin"
14. Counter activities may be implemented if deemed appropriate.

In the case of these interventions/sanctions some or all of them may be applied, not necessarily in any particular order.

MAJOR INCIDENTS

Examples of Major Incidents in no particular order

1. Refusal to obey school rules and instructions
2. Blatant disrespect towards members of school community, in person or online
3. Leaving school grounds without permission
4. Deliberately hurting/bullying another child (verbal/physical) on or off school premises, in person or online
5. Stealing
6. Persistent offensive language
7. Wilfully defacing and damaging school or personal property
8. Unsafe behaviour on the school premises/campus.
9. Directly disobeying a teacher's instructions.
10. Substance misuse during school
11. Violence/Threats of Violence towards staff/others in the school community.
12. Persistent occurrence of minor Incidents from the Code of Behaviour in school.

Interventions/Sanctions

1. As per minor incidents sanctions including:
2. Referral to the school Principal.
3. A consultation meeting between the school and parent/guardians/guardians may be called.

4. Written notification, if deemed appropriate, of all major incidents may be sent to parent/guardians informing them of all incidents and sanctions to be taken.
5. Suspension from school for a period of 1-3 days (at the discretion of the Principal)
6. Referral to the Board of Management with a view to possible suspension for a period of 3-10 days.
7. Expulsion. (In the case of suspension and expulsion the school will follow the guidelines as laid out by the NEWB published documents)
8. Referral to outside agencies if necessary.

PUPILS WITH ADDITIONAL EDUCATIONAL AND EMOTIONAL NEEDS

All members of the school community are required to comply with the code of behaviour. However, the school recognises that children with additional needs may require assistance in understanding certain rules. Specialised behaviour plans may be put in place in consultation with parent/guardians/Guardians and the class teacher, learning support, resource teachers and the Principal, to ensure that support is given to these pupils. Cognitive development will be taken into account and professional advice from outside agencies such as psychological reports will be invaluable. The Board reserves the right to insist that children whose behaviour is likely to be harmful to others be accompanied and supervised at break periods and when necessary and to temporarily or permanently exclude such children from the school where the safety of pupils, the child themselves and/or staff cannot otherwise be safeguarded.

The children in the class or school may be taught strategies to assist a pupil with additional needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting difference in all pupils. At all times the school will implement the code of behaviour in line with the Equal Status Act.

SUSPENSION AND EXCLUSION OF PUPILS IN KILDARE PLACE SCHOOL

In line with Department published policy in relation to all school's policies in relation to Suspension/Exclusion from the N.E.W.B. (2008) All cases of suspension/exclusion will be dealt with in line with this document.

Context

All pupils and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, discrimination and victimisation. There may be cases of unacceptable behaviour where it would be in the best interests of the school community and/or the pupil involved, for the pupil to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Board of Management in these situations.

The Grounds for Suspension

When making a decision on a suspension the school considers that suspension should be a proportionate response to the behaviour that is causing concern. Normally, a range of appropriate pupil welfare and behavioural interventions will have been tried before suspension, and the school staff will have reviewed the reasons as to why these have not worked. Unfortunately in some rare cases immediate suspension is deemed an appropriate sanction and is at the discretion of the school principal. Communication with parent/guardians may be verbal or by letter depending on the circumstances.

The decision to suspend a pupil is not taken lightly and requires serious grounds such as:

- the pupil's behaviour has had a seriously detrimental effect on the education and/or welfare of other pupil/s and/or staff the pupil themselves and on the administration and management of the school.
- the pupil's continued presence in the school at this time constitutes a threat to safety
- the pupil is responsible for serious damage to property.

A single Major Incident may be grounds for suspension.

The following factors will be considered before a pupil is suspended:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension on the pupil in question.

Authority to Suspend

The Board of Management of the school has the authority to suspend a pupil. This authority is delegated in accordance with procedure by the Board to the Principal. In the event an immediate suspension of no longer than one day is warranted for reasons of the safety of the pupil, other pupils, staff or others, the Chairperson of the Board of Management and the Principal are authorized to impose a suspension, up to and including 3 days in circumstances where a meeting of the Board cannot be convened in a timely fashion. This authority will be exercised by them having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

All longer term suspensions can only be imposed by the Board of Management.

Procedures to be followed in respect of suspension

When proposing to suspend a pupil the school authority will apply the principles of fair procedure. Where a preliminary assessment of an incident confirms serious misbehaviour that could warrant suspension the following procedures will apply:

- A formal investigation will be conducted
- The pupil and parent/guardian will be given details of the complaint and any other information that will be taken into account and will be given an opportunity to give their side of the story and if necessary to ask questions about the evidence of the serious misbehaviour.

The period of suspension

A pupil should not be suspended for a period exceeding 3 days. However the Board may authorize the Principal, with the approval of the Chairperson, to impose a suspension of up to three days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

The maximum period that may be imposed by the Board for any one suspension is 10 days unless the Board is considering expulsion.

Notification of suspension

The Principal will notify the pupil and the parent/guardian in writing of the decision to suspend. The notification 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 pupil and the parent/guardians.
- The right of appeal to either the Board of Management or the Secretary General of the Department of Education and Skills.

Appealing a suspension

Parent/guardians who wish to appeal a decision of the school to suspend should discuss the matter with the school principal who will inform them of their rights. An appeal may be made by a parent/guardian/guardian if they consider that correct procedures have not been followed, or that an unfair decision has been made. An appeal should be made in writing stating the reason for the appeal.

The decision of the Principal to suspend a pupil may be appealed only to the Board of Management. The decision of the Board of Management to suspend a pupil may be appealed to the Patron. Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the suspension may be appealed to the Secretary General of the Department of Education and Science.

Grounds for removing a suspension

A suspension may be removed if the Board of Management/Patron decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act

PROCEDURE FOR RE-INTRODUCTION OF PUPIL

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour that is acceptable of this pupil.

RECORDS AND REPORTS

Formal written records will be kept of:

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

Report to the Board of Management

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension and also to the NEWB as required.

Report to NEWB

The Principal is required to report suspensions in accordance with the National Education Welfare Board reporting guidelines [Education (Welfare) Act, 2000, section 21 (4)(a)]

EXCLUSION

The Grounds for Exclusion

The Board of Management is the decision-making body in relation to expulsions. Expulsion should be a proportionate response to the pupil's behaviour. The step to expel a pupil is very serious and will only be taken by the Board of Management in extreme cases of unacceptable behaviour. 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 pupil's behaviour.

Factors to Consider Before Proposing Expelling a Pupil

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is a proportionate response
- The possible impact of exclusion on the individual pupil

Procedures in respect of exclusion

Fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000 will be applied where a preliminary assessment of the facts confirms serious misbehaviour that could warrant exclusion. The procedural steps will include:

- The parent/guardians and pupil will be informed in writing that a detailed investigation in line with fair procedures will be carried out under the direction of the Principal to ascertain the veracity of the allegations and will be given an opportunity to give their side of the story and if necessary to ask questions about the evidence of serious misbehaviour.
- The Principal will make a recommendation to the Board.
- The parent/guardians and pupil will be provided with all details and invited to a hearing with the Board. The Board may permit that the parent/guardian bring a third person who can provide expert insight to the individual child.
- The Board of Management will consider the recommendation and conduct a hearing in accordance with fair procedure.
- The Board will inform the parent/guardians in writing about its conclusions and the next steps in the process.

Where exclusion is proposed, the parent/guardians will be told that the Board of Management will inform the Educational Welfare Officer to that effect.

The pupil cannot be excluded before the passage of twenty school days from the date on which the EWO receives a written notification (Education (Welfare) Act 2000, S24(1)). A Board may consider it appropriate to suspend a pupil during this time.

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, S4a).

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parent/guardians due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

APPEALS

A parent/guardian may appeal a decision of the Board of Management, within 28 days excluding periods of school holidays, to exclude a pupil to the Secretary General of the Department of Education & Science. An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil. All appeals must be made in writing.

IMPLEMENTING THE CODE OF BEHAVIOUR

The success of the code of behaviour depends on having a good plan for its implementation.

The essential elements of an implementation plan are:

- Communicating the code
- Teaching pupils the behavioural and learning skills they need
- Identifying the educational and care needs of individual pupils
- Securing parent/guardian support for the code
- Monitoring behaviour in the school
- Reviewing the code

COMMUNICATING THE CODE OF BEHAVIOUR

The Code of Behaviour will be communicated to parent/guardians by providing them with a copy of the code and/or by making the code available to them on-line on the school website. A copy of the code will be provided to all parent/guardians when they enrol their child in the school. The Principal will discuss the code with new parent/guardians at the annual induction meeting. Teachers will also refer to the code at the class meetings held at the beginning of the school year. Parent/guardians are expected to support the school's Code of Behaviour and to ensure that their children attending the school support it.

TEACHING THE CODE AND BUILDING PUPIL CONFIDENCE AND COMPETENCE

The school will define and teach the behaviours which it expects from the pupils in order to foster in them the skills to manage their own behaviour and to respond appropriately to the behaviour of others. This will include:

- Explaining the code to all pupils at the beginning of each school year.
- Referring to the code in class on a regular basis and applying the values in class and throughout the school.
- Clarifying pupils' understanding of expected behaviours at appropriate times.
- Teaching and discussing appropriate and inappropriate behaviour with pupils as situations arise.
- Providing opportunities for pupils to learn and practice the rules.
- Using the Social, Personal and Health Education and R.E. programmes to teach skills for responsible behaviour and relationships.
- Assisting pupils with special educational needs to understand and observe the code to the best of their ability.

MONITORING BEHAVIOUR IN THE SCHOOL

The school needs to know how the code is working and if it is achieving its goals. Therefore, the school has arrangements in place for reporting, monitoring, and recording misbehaviour which include written records of incidents in the child's file, record of bullying incidents and discussion on behaviour as needed at staff meetings. Clear communication between staff, supervisory staff, SEN Teachers and the Principal is essential for the sharing of information and addressing difficulties.

REVIEWING THE CODE OF BEHAVIOUR

The process of reviewing the code of Behaviour is part of a continuous cycle arising from the use of the code in the school. It draws on a range of sources of information and evidence, including the experience and views of students, teachers and other staff and parents. It uses this information and analysis to plan ways to strengthen the operation of the code.

The school community recognises the importance of conducting a formal review of the code every five years. This does not preclude a formal review at an earlier time should the need arise.

Kildare Place School
Code of Behaviour

Ratified June, 2021.

Signed: _____ Date: _____

Signed: _____ Date: _____