

St. Saviour's N.S. Code of Discipline

St. Saviour's N.S. following consultation with teachers, members of the Board of Management and the parents aims at creating a happy and friendly working environment in order to allow children to learn and develop to their full potential. We wish to create a safe place where both children and adults can work together. We respect and protect the rights of all members of the school community.

We wish to develop healthy social attitudes and behaviour and good moral values in all children.

In order to achieve our aims the school has three simple rules:

**Respect yourself.
Respect other people.
Respect the school and its property.**

Children are expected to obey the rules of the classrooms, playgrounds and all other places where they are in the care of their teachers or any other staff. This applies both on and off the school premises.

Children are encouraged to behave in a positive manner and the school used the following strategies in the promotion of good behaviour -

Junior classes -

- Praise
- Stars
- Stickers
- Star of the week / student of the week / group of the week
- Reward charts
- Golden time
- Principals award
- Notifying parents in cases of very good behaviour or improved behaviours.

Middle classes-

- Praise
- Homework pass
- Special activity time
- Principals award
- 'Good note' home
- Reward time activity on Friday afternoon for groups across classes
- Class Dojo

Senior classes-

- Praise
- Subject homework pass
- Special activity time
- Principals award
- 'Good note' home

- Class Dojo
- Reward time activity on Friday afternoon for groups across classes

Role of staff

In reviewing the code of behaviour a group of post holders were involved in drafting the revised code of behaviour based on the NEWB guidelines. After a number of meetings this was brought to all staff at a whole school planning day.

At staff meetings school practice affecting behaviour are discussed regularly and occasions which lend themselves to misbehaviour are discussed and solutions sought.

Staff on yard duty encourage good behaviour and safe play.

Staff are expected to model the standards of behaviour the pupils are asked to respect. Staff are expected to familiarise themselves with the code of behaviour and to adhere consistently to it.

Teachers are expected to teach communication skills, conflict resolution skills, friendship, respect and self esteem through the SPHE programme and Friends for Life programme.

Teachers will reflect on methodologies and content to ensure it is suited to the level of ability of each child.

Teacher will regularly remind the children of the class and school rules

Role of parents

Reps from the parents association and the BOM were invited to the school to take part in drafting the code of behaviour.

Parents are required to participate and support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following ways:

- Parents ensure their children attend school regularly and punctually
- Parents ensure their children wear the school uniform
- Parents are expected to model the standards of behaviour the pupils are asked to respect
- Parents are required to send a note or phone the school to explain an absence
- Parents encourage their children to do their best and to take responsibility for their work
- Parents are aware of and cooperate with the school's rules and system of rewards and sanctions
- Parents attend meetings at the school if requested
- Parents help their children with homework and ensure that it is completed
- Parents ensure their children have the necessary books and materials for school.
- Parents are responsible for the monitoring of their child's use of electronic devices and their online presence
- Parents are invited to give feedback through the parents association and the HSCL on the code of behaviour

Communicating the code to parents

In communicating the code of behaviour to parents the following methods of communication will be used:

- Summary of the code of behaviour are included in the school journal
- Copy of the code of behaviour issued on enrolment to all parents, including Early Start
- Communicate the code of behaviour to parents at the introductory meeting for Early Start and at infant level. Requirement on parents to sign the code of behaviour at this meeting.
- Parents reminded of the key points of the code of behaviour at the cluster class meetings each year
- Parents informed that if they require a further copy of the entire policy, they may apply to the office
- Encourage parents at an early stage to become involved in the parents association as a forum for bringing suggestions for reviewing the code of behaviour to the attention of the school
- Where a suspension has occurred the policy will be re-issued to the parents of the child as a reminder of the schools code of behaviour and will be asked to reaffirm their commitment to the code

Minor misbehaviour: A child should not be involved in any of the following behaviours: Disrupting class work, being disrespectful to anyone at any time, damaging school property, rough play or fighting, behaving in any unsafe way whereby an accident may occur or someone may be injured.

Where a child is not behaving in a proper manner the following strategies will be used:

- Talking and reasoning with the pupil to encourage better behaviour
- Verbal reprimand, including advice on how to improve
- Temporary separation from friends or others
- Temporary separation from class
- Inform parents of problem behaviour
- Carrying out a useful task in the school
- Timeout
- Loss of privileges
- Written reflection on the behaviour by the pupil
- Lunchtime detention

All teachers and staff members have a role to play in the monitoring and promotion of both good and bad behaviours. All staff are aware of the code of discipline and the following stages are followed when there has been a problem with a pupil's behaviour.

Serious Misbehaviour:

These are considered serious misbehaviour and this list is not exhaustive

- Damage to equipment or classroom
- Open defiance of teacher or other staff
- Intimidating and threatening behaviour
- Racist behaviour or incitement to racism
- Bullying pattern of behaviour that persists
- Behaviours targeting Special Educational Needs pupils.
- Theft
- Physical fight (not assault)
- Inappropriate online behaviour
- Constant or persistent interruption in a provocative/ deliberative manner
- An ongoing pattern of misbehaviour
- Threaten or attempt to intimidate pupils/staff with symptoms of covid 19 e.g. coughing or spitting at someone while telling them that they are infected with covid 19.

The following strategies will be used in cases of serious misbehaviour:

- Exclusion from the playground
- Loss of privileges e.g. trips, attendance at outside events such as matches etc.
- Temporary separation from class
- Written reflection on the behaviour by the pupil (older pupils)
- Lunchtime detention
- Written apology is encouraged. Parent's backing is welcomed to ensure restorative justice.
- Restricted timetable
- Suspension

In cases of serious misbehaviour the following procedures will apply:

- The child will be reported to the Principal and the member of staff will supply a written report of the incident
- The offending pupil will be isolated from other children
- Parents will be notified and asked to attend a meeting as soon as possible

- Principal and parents will come to agreement regarding sanctions, taking into account the pupil's previous behaviour in the school

All teachers and staff members have a role to play in the monitoring and promotion of both good and bad behaviours. All staff are aware of the code of discipline and the following stages are followed when there has been a problem with a pupil's behaviour.

Stage 1. Class teachers will let parents know if a problem is developing or if a child is improving.

Stage 2. If there is no improvement in the pupil's behaviour the Home School Liaison teacher will become involved in supporting the parents to help improve their child's behaviour.

Stage 3. If following this intervention there has been no improvement the Principal will become involved and where necessary outside agencies will be contacted

Stage 4. If there has not been an improvement or attempt at improvement following the above steps the pupil will be considered to have serious behaviour problems and be classed in the next section of the code.

Suspension and expulsion:

Suspension

Suspension is defined as requiring the student to absent himself/herself from the school and its environs for a specified, limited period of school days.

The Board of Management or the principal of St. Saviour's NS has the authority to suspend a student.

The decision to suspend a student requires grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety. This will include a failure to adhere to health and safety protocol surrounding covid 19 as we are in the midst of a global pandemic.
- The child leaves the school during the school day without permission
- The student is responsible for serious damage to property.
- Open defiance of staff or persistent verbal abuse or foul language directed at a member of staff

A single incident of serious misconduct may be grounds for suspension.

See appendix 1 for the 'Factors to be considered before suspending a student' as per pg. 72 of the NEWB guidelines for schools, Appendix 1

Forms of suspension

Immediate suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of themselves, other students or staff of the school, or any other person. Fair procedures will be applied.

In School Suspension will be an option where an immediate suspension is not appropriate. In some cases a child accompanied by his/her parent will sit with the parent for the day in school.

Procedures in relation to suspension

The school will observe the following procedures:

- *inform the student and their parents about the complaint*

The school will let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing or a visit from the HSCL. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know. It also ensures that parents are clear about what their son or daughter is alleged to have done.

- *give parents and student an opportunity to respond*

Parents and student will be given an opportunity to respond before a decision is made and before any sanction is imposed. The meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety and well being of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. Parents will be notified, and arrangements made with them for the student to be collected.

The period of suspension

A student should not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. The Board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

Section 29 Appeal

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

At the time when parents are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the

Department of Education and Science under section 29 of the *Education Act 1998*, and will be given information about how to appeal.

Written notification

The Principal should notify the parents and the student in writing of the decision to suspend. The letter should 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 (for example, parents might be asked to reaffirm their commitment to the code of behaviour and the implementation of a Behavioural management plan following each suspension)
- Parents must accompany children to the Principal's office when a child is returning to school after a suspension.

Grounds for removing a suspension

A suspension may be removed if the Board of Management 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 1998*.

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Re-integrating the student

The school will have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process.

Clean slate

When any sanction, including suspension, is completed, a student 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 should expect the same behaviour of this student as of all other students.

Records and reports

Records of investigation and decision-making Formal written records should be kept of:

- The investigation (including notes of all 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 should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000*, section 21(4)(a)).

Expulsion

A student is expelled from a school when the Board of Management makes a decision to permanently exclude him or her from the school. The Board of Management of a recognised school has the authority to expel a student.

The grounds for expulsion

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

- Meeting with parents and the student to try to find ways of helping the student to change their behaviour
- Making sure that the student understands the possible consequences of their behaviour, if it should persist
- Ensuring that all other possible options have been tried
- Seeking the assistance of support agencies which may include school counsellor, EWO officer, National Educational Psychological Service, Health Service Executive Community Services, Child and Adolescent Mental Health Services, National Council for Special Education).

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

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

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, 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:

- Serious physical assault
- Bringing weapons to school
- Supplying illegal drugs to other students in the school
- Sexual assault.

See appendix 2 for the 'Factors to be considered before expelling a student' as per pg. 82 of the NEWB guidelines for schools.

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.

3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.

4. Board of Management deliberations and actions following the hearing.

5. Consultations arranged by the Educational Welfare Officer.

6. Confirmation of the decision to expel.

See appendix 3 for the detail on each of these steps.

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (*Education Act 1998* section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals or following an expulsion.

This policy was ratified by the Board of Management:

Chairperson W. Hutchinson

Date: 24th August 2020

Appendix 1

Rewards for good behaviour:

This list is not exhaustive

- Homework Pass
- Extra P.E class or other enjoyable activity
- Computer time
- Nature Walk
- Lucky Dip
- Golden time
- 'Good note' or 'good text' home to parents

Sanctions for misbehaviour:

This list is not exhaustive and sanctions received may also depend on previous incidences of misbehaviour.

Behaviour	Sanction
Disrupting class work	<ol style="list-style-type: none">1. Talk to student to encourage better behaviour.2. Temporary separation from other children.3. Detention.4. Parents are called in to meet Teacher/Principal.5. In the case of non improvement a restricted timetable may have to be implemented.
Name calling/teasing	<ol style="list-style-type: none">1. Talk to student to encourage better behaviour and ask them to apologise.2. Separation from class/other child.3. Detention.4. Parents are called in to meet Teacher/Principal
Giving cheek/ being disrespectful	<ol style="list-style-type: none">1. Talk to student to encourage better behaviour and ask them to apologise.2. Detention.3. Parents are called in to meet Teacher/Principal
Consistent non completion of homework	<ol style="list-style-type: none">1. Note home to parent in the journal.2. Meeting with parent to discuss homework.3. Targeting of child for a Homework

	<p>Club.</p> <p>4. Detention at lunchtime to complete missed homework with text to parent informing them of the situation.</p>
Refusal to do as asked in class/ on yard	<ol style="list-style-type: none"> 1. Talk to student to encourage better behaviour. 2. Removal of the child from the class/yard. 3. Detention. 4. Meeting with parents to discuss non-compliance
Use of foul language	<ol style="list-style-type: none"> 1. Verbal reprimand 2. Detention 3. Meeting with parents
Racist comments	<ol style="list-style-type: none"> 1. Talk to the child to explain how inappropriate their comment was. 2. Ask them to apologise to the other person. 3. Teach a lesson to educate the children regarding appropriate/inappropriate language. 4. Detention 5. Meet parents to discuss inappropriate behaviour. 6. Suspension
Leaving the school grounds without permission	<ol style="list-style-type: none"> 1. Talk to the child alongside their parent/guardian and explain the dangers. Automatic detention for a first offence 2. Suspension (1 day)
Leaving the classroom without permission	<ol style="list-style-type: none"> 1. Talk to a child and explain the dangers. Detention. 2. Meeting with parents to discuss the behaviour.
Defiance	<ol style="list-style-type: none"> 1. Verbal reprimand including advice on how to improve. Detention. 2. Parents are informed of this behaviour in a meeting with the principal. 3. Suspension.
Over turning/kicking furniture	<ol style="list-style-type: none"> 1. Suspension (1day) 2. Payment of parent to replace broken furniture
Damage to school property	<ol style="list-style-type: none"> 1. Verbal reprimand and child tries to undo damage e.g. clean a table they scribbled on. Detention.

	<ol style="list-style-type: none"> 2. Malicious and intentional damage to school property e.g. smashing a laptop will result in a meeting with parents and immediate or inschool suspension.
Physical fights	<ol style="list-style-type: none"> 1. Detention and parents are informed of the behaviour. Apologies from all parties involved. Advice given by teachers on how to avoid a similar situation in future. 2. Suspension
Intimidation/ threatening behaviour	<ol style="list-style-type: none"> 1. Verbal reprimand and advice on how to improve. Detention. Parents informed of the behaviour. 2. Suspension- immediate or in-school
Assaulting another person	<ol style="list-style-type: none"> 1. Parents informed of the behaviour. Detention. 2. Suspension- immediate or in-school if it is unprovoked and serious.
Bullying behaviour	<ol style="list-style-type: none"> 1. Parents informed of the behaviour by the Principal. Lessons taught through the SPHE programme. Apology given to the victim. 2. Suspension if the bullying behaviour persists.
Theft	<ol style="list-style-type: none"> 1. Verbal reprimand with advice on how to improve. Parents are informed of the behaviour by the principal. Detention. 2. For large or expensive school property a child will be suspended and the relevant authorities will be informed.
Inappropriate online behaviour	<ol style="list-style-type: none"> 1. Verbal reprimand with advice on how to improve. Parents are informed of the behaviour by the school. Lessons taught using the SPHE programme. Apology given to the victim. 2. Suspension –immediate or in-school
Failure to adhere to health and safety regulations during a global pandemic	<ol style="list-style-type: none"> 1. Immediate removal from the school

grounds and 1 day suspension.

