



CUSHINSTOWN
NATIONAL SCHOOL

Code

of

Behaviour

Revised April 2017

Cushinstown NS

Title

Code of Behaviour of Cushinstown NS.

Introductory Statement

The existing code of behaviour was reviewed during term 3 of the school year 2008/2009. The initial draft was formulated by the staff and input sought from the Parents Association and BOM.

Where Parents are mentioned throughout this document, Parents and Guardians are assumed.

Rationale

It is necessary to devise/review a Code of Behaviour at this particular time because:

- It is an area of concern identified by the school community
- It ensures an orderly climate for learning in the school
- It is a requirement under the Education Welfare Act, 2000, Section 23
- It ensures existing policy is in compliance with legal requirements and good practice as set out in developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

Relationship to characteristic spirit of the school

Cushinstown NS is a Roman Catholic school (which was established in connection with the minister) and it aims at promoting the full and harmonious development of all aspects of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. The school models and promotes a philosophy of life inspired by belief in God, and in the life, death and resurrection of Jesus Christ. The Catholic school provides Religious Education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church, and promotes the formation of the pupils in the Catholic Faith.

In implementing this code of behaviour, it is our intention that the philosophy and ethos of Cushinstown NS be facilitated so that we, as a school community are enabled:

- To work in harmony with all members of the school community in promoting and developing the spiritual, physical, moral and intellectual talents and abilities of the pupil.
- To foster a healthy attitude towards work and recreation
- To develop an attitude of helping and co-operating with one another
- To promote self-esteem in each individual
- To promote gender equality in all aspects of school life
- To have a love and respect for the local area - local environment & local customs
- To promote high standards of behaviour, cleanliness and tidiness
- To promote physical and emotional health and well-being
- To develop a love and respect for Ireland, its language, history, tradition, music, games, etc.
- To develop a sense of individuality, a tolerance towards differences in individuals, ideas, background, religions, etc.
- To make a difference in nurturing a sense of personal identity and awareness, and in creating self-reliant, tolerant, caring and innovative individuals.
- To foster a positive attitude to children in our care so that each child can continue to grow as a caring, confident and independent individual and a responsible member of society
- To afford each child the opportunity to realise his/her potential.

Aims

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly manner where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

Content of policy

The policy is addressed under the following headings.

- 1. Guidelines for behaviour in the school**
- 2. Whole school approach to promoting positive behaviour**
- 3. Positive strategies for managing behaviour**
- 4. Rewards and sanctions**
- 5. Suspension /Expulsion**
- 6. Keeping records**
- 7. Procedure for notification of a pupil's absence from school**
- 8. Reference to other policies**

1. Expectations for behaviour

- Each pupil is expected to be well behaved
- Each pupil is expected to be respectful and considerate in their dealings with other children and adults
- Each pupil is expected to show respect for the property of the school, other children's and their own belongings
- Each pupil is expected to do his/her best both in school and for homework.

Cushinstown N.S. promotes inclusion of all pupils. We have an ASD class in our school. We recognise that children in this class need to be supported and instructed to reach these expectations for their behaviour. When setting expectations for their behaviour, their individual needs and challenges are taken into consideration. We set their individual targets through their IEPs (Individual Education Plans)

As per section 23 (4) of the Education Welfare Act prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and the principal *'may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child'*.

2. Whole school approach in promoting positive behaviour

The school encourages the meaningful involvement of all parties, i.e. parents, staff, BOM and pupils in the promotion of positive behaviour. The success of the policy is dependent on the co-operation of all involved, the common goal being the educational, social and emotional well being of all pupils. Outlined below are the strategies on how this can be achieved by the involvement of all partners.

Staff

The teaching staff discussed the issue of behaviour at a staff meeting in April 2009. The policy was further developed by a representative group of teachers in May 2009 and contributions from all staff were taken on the draft policy in June 2009 and revised in April 2017.

Following ratification of this policy it was available to all staff members.

Staff of the school who come into contact with children attending the ASD class will become familiar with the behavioural targets of their IEPs and will liaise with the staff of the ASD class in behavioural management strategies.

The teachers use the SPHE programme to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. New teachers will be informed of the importance of this approach being maintained. At the open night for new parents, the school informs the parents of the SPHE curriculum and emphasises the need to support it at home. Throughout the school the following strategies are used to implement the SPHE programme e.g. circle time, role play, group work, pair work, story, talk and discussion.

The teachers reinforce the rules and expectations in the policy on a regular basis. The adults in the school have a responsibility to model the school's standards of behaviour in their dealings with students and others. Each teacher can: 1) involve the pupils in discussing the school and playground rules and in devising the classroom rules, 2) ensure the students have a good understanding of what is expected of them and why and 3) identify the skills the students need to observe the rules and explore ways of teaching these skills.

Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management.

The Board of Management was consulted in reviewing the code of behaviour. The draft policy was brought to a BOM meeting and discussion by the board members took place. Amendments were made where necessary. The policy was ratified by the Board.

The BOM provides a support mechanism to the principal and staff where necessary. Where suspension or expulsion may be deemed necessary the BOM will adopt the procedures as laid out in the policy. The Board of Management supports the staff in implementing the code of behaviour e.g. provision of opportunities for staff development, when appropriate.

Parents

The draft policy was communicated to members of the Parents' Association by the Principal and a few small adjustments were suggested. The final decision rests with the Board of Management.

On enrolment, parents will be given a copy of the schools code of behaviour as per the Education Welfare Act 2000. Parents are required to support this code of behaviour and to model the standards of behaviour that the students are asked to respect.

Parents are asked to ensure:

- That their children attend school on a regular basis and are punctual and are collected punctually (classes start at 9.20am; infants finish at 2pm; 1st - 6th classes finish at 3pm)
- That their children wear the school uniform or school tracksuit everyday
- That their children comply with the school's healthy eating policy
- That meetings with class teachers or principal are arranged in advance
- That every absence of a child is accounted for in writing
- That the school is notified of any infectious illnesses immediately (parents are asked to adopt a sensible, considerate approach by not sending unwell children to school as infections are easily passed between children)
- That their children's clothing and belongings are labelled properly
- That a minimum standard of personal hygiene is maintained

Parents are asked to note that all children go to the yard at break-times, weather permitting; children may not be left unsupervised in the classrooms at break-times for reasons of illness.

Responsibility of pupils outside of school hours and outside of the school gates rests with parents.

Pupils

Each September classroom rules are devised in accordance with the school standards of behaviour in consultation with the pupils.

Pupils are expected to adhere to these rules and model good behaviour throughout the school.

3. Positive strategies for managing behaviour

Classroom

Class rules are displayed in each classroom and referred to during the year by the teacher as appropriate. In each classroom there is a clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour. These rewards and sanctions are outlined in this code of behaviour. Teachers will ensure that they employ classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest, engagement and motivation, thereby avoiding negative behaviour. Teachers timetabling will ensure minimum disruption between subjects and breaks, i.e. core subjects will be completed in the morning

Playground Rules:

- Pupils must follow the instruction of the staff on yard duty
- Pupils must play in their designated area
- Pupils must play safely and kindly with each other
- Pupils must report any incidents to the teacher on yard duty
- Pupils must respect school property
- Pupils must not bring food wrappers or drinks containers of any description out onto the yard
- Pupils must ask permission of the teacher on duty to leave the yard for any reason
- Pupils must have permission from the teacher on yard duty to use the toilet during breaks.

Playground rules will be displayed in each classroom and children will be reminded of them regularly.

A teacher will always supervise both break times. All SNAs assist in supervision. The main responsibility for dealing with behaviour rests with teachers. As there is an ASD unit attached to the school, there is a need to supervise this group of pupils more closely.

There are designated play areas and the supervising teacher and SNAs circulate constantly to ensure all children are visible. Children are grouped into age-appropriate play areas on the yard. There are different areas on the yard and grass for the various class groupings. On days when the grass is wet, different areas on the tarmac are designated for the different class groupings.

In the grass area children can play soccer, football or running games. Basketball and running games are allowed on the court. During the first fortnight of each school year, the Junior Infant teacher does yard duty in addition to the teachers on the rota. During this time the extra teacher assists the integration of the Junior Infants into school life, and also teaches them playground games.

On rainy days, children stay in their classrooms and the supervising teachers rotate between the rooms. SNAs remain in the classrooms to which they are assigned. For the junior classes, there is a rota of pupils from the senior classes, who assist in setting up toys and rainy day activities. Games are available in each classroom.

At break times the class teacher escorts the class to the yard and remains with the children until the supervising teacher is on the yard. Children line up in their class groups in the yard at the end and return to their classrooms.

Only children who have become unwell at school or who have to leave the school in an emergency situation and are awaiting collection may wait outside the staffroom door beside the secretary's office during break-times.

An incident book is available to record any incidents of serious misbehaviour. This is located in the first aid box which is brought to the yard by a pupil from the senior classes. This is recorded by the teacher on duty and reported to the class teacher. Time out is used on the yard for minor misbehaviours.

Other areas in the school

School rules

- Pupils must adhere to the expectations for behaviour in the school.
- Pupils' personal belongings such as mobile phones, game consoles, MP3 players, toys etc. must not be brought to school.
- Pupils must walk when in the school building and going to and from the yard.
- Any instructions or directions given by a staff member are to be complied with.
- Pupils must follow classroom and yard rules
- Pupils must wear a clean school uniform or school tracksuit everyday
- Pupils must comply with the school's healthy eating policy
- Pupils must make every effort to maintain good standards of personal hygiene

School related activities

The standards and rules contained in the code of behaviour apply in any situation where pupils are still the responsibility of the school or representing the school, e.g. school tours, games and extracurricular activities, school outings.

4. Rewards and Sanctions

Rewards and acknowledgement of good behaviour

Rewards are given on an individual class basis for good and improved behaviour. This is acknowledged within the classroom. The following are some of rewards in use and are selected at the discretion of the class teacher:

- Informal discussion with parents
- Notehome
- Certificates
- Comments and smiley faces
- Stickers and badges
- Homework pass
- Reduced homework
- Golden time
- Class DVD
- Positive comment to/from principal
- Fun activities

Strategies for responding to inappropriate behaviour

Sanctions:

- Reasoning with the pupil
- Reprimand (including advice on how to improve)
- Timeout in the playground
- Removal from the group within the classroom or to another classroom (as appropriate)
- Loss of privileges
- Prescribing extra work e.g. letter of apology, reflection on behaviour (signed by the parents, note/phone call to parents.
- Detention during break time
- Referral to the principal
- Communication with parents by phone, note or meeting
- Suspension
- Exclusion

While sanctions are listed in order of severity, sanctions are applied depending on the severity of the situation and at the discretion of staff members. To assist pupils in managing inappropriate behaviour, teachers will provide opportunities for reflection by the pupils on how their behaviour can affect others and how to improve. For minor misdemeanours, class teachers will apply the sanctions. When the principal has been informed, sanctions will be jointly applied by the class teacher and principal and parents will be kept informed. In the case of gross misbehaviour, the BOM will be involved.

To ensure consistency in the application of sanctions, regular discussion between staff on a formal and informal basis takes place.

Involving parents in management of problem behaviour

Where pupils are engaged in sustained minor misbehaviour or major misbehaviour parents are informed by phone call, note or meeting. The class teacher makes the initial contact. In the case of major or gross misbehaviour, contact may be made directly by the principal. Where possible and when parents are called to the school for a meeting, this is arranged outside of teaching hours. Class teacher and principal may both be involved in the meeting. If appropriate the pupil may also be present. Every effort is made to encourage the meeting take place in a co-operative and respectful fashion. Parents are welcome to contact the school by phone call if they have any concerns and meetings can be arranged at a mutually suitable time, outside of teaching hours.

Managing aggressive or violent misbehaviour

Class teachers who express concern about behavioural, emotional or academic development of any child in their care will speak to the Principal to examine with the intention of making a decision on what's best for the particular child. The parents of the child should be invited to discuss the wellbeing of the child with the teacher and/or the Principal. When deemed necessary, the child could be assessed by the National Educational Psychologist (NEPS) attached to the school. Other options could be referral to GP or therapists in appropriate disciplines.

Any teacher may introduce an Individual Behavioural Plan to aid the management of behavioural problems.

If required, the Board of Management can employ specialist help to support staff in the execution of their duties.

In the event of a child exhibiting extreme violent or challenging behaviour, all staff may be called on to support other staff. No staff member may be with a child who exhibits this type of behaviour on their own.

Strategies undertaken by the staff can include:

- Removing the threat to other children
- Giving immediate support to other staff
- Finding a safe place for the child

A staff member with experience in dealing with this behaviour will immediately intervene and will use techniques to calm the child and remove all dangers to the child and others.

When all other interventions have been exhausted and if there is still a clear and present danger to the child or others, physical intervention may be required. In the event of physical intervention, an incident report should be completed by the person in charge.

If physical threats by a child are constant or regular, parents must be consulted to discuss interventions and help for the child.

5. Suspension / Expulsion

Suspension

Suspension is defined as: requiring the student to absent himself/herself from the school for a specified, limited period of school days. The Board of Management of Cushinstown NS has the authority to suspend a student. Normally other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as:

- 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
- the student is responsible for serious damage to property.

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

Suspensions can provide opportunities to the student to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour.

Factors considered before suspending a student:

Nature and seriousness of the behaviour

- The precise description of the behaviour
- The persistence of the unacceptable behaviour
- Escalation, if any, of the behaviour, in spite of the interventions tried

Context of the behaviour

- Circumstances of the incidents of serious behaviour (e.g. in class, in a particular teacher's class, in the yard, with another pupil or in a group)
- Factors which may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)
- Age, stage of development and cognitive ability of the student

The impact of the behaviour

- How other students and staff are affected by the student's behaviour
- The impact of the behaviour on the teaching and learning of the class
- Whether or not the behaviour has a particular or greater impact on some students or teachers
- Whether or not the student understands the impact of their behaviour on others

The interventions tried to date

- The interventions that have been tried, and over what period
- How the interventions have been recorded and monitored
- The result of those interventions

- How the parents have been involved in finding a solution to the problem behaviour
- Whether or not the intervention of NEPS or other psychological assessment or counselling has been sought, where appropriate
- Whether or not any other interventions such as peer mediation, restorative justice approaches or family conferencing were available
- Whether or not the student or parent was involved with any support service and how this agency or support service has been asked for help in solving this problem
- Whether or not any other agency has been asked for assistance (e.g. TUSLA-Child and family agency).

Whether suspension is a proportionate response

- Whether or not the student's behaviour warrant suspension
- Whether or not the standard being applied to judging the behaviour is the same as the standard applied to the behaviour of any other student

The possible impact of suspension

- Suspension gives the opportunity to allow additional or alternative interventions to be made
- Suspension gives the opportunity to help the student to change the inappropriate behaviour
- Suspension gives the opportunity to help teachers or other students affected by the behaviour
- Whether or not the suspension will exacerbate any educational vulnerability of the student

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 students or staff of the school, or any other person by consistent documented breaking of school rules.

'Automatic' suspension

- Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:
- Inform the student and their parents about the complaint - Parents will be informed in writing and by phone.
- 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. 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 of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. Parents will be notified, and arrangements made with them for the student to be collected. In no circumstances will a student be sent home from school without first notifying parents.

The period of suspension

A student will 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 place a ceiling of ten days on any one period of suspension imposed by it. The Board will 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

In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron, the Bishop of Ferns.

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*.

When parents are being formally notified of a suspension, they 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 will notify the parents 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)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29).

Engaging with student and parents

Where a decision to suspend has been made, the Principal or another staff member delegated by the Principal will meet with the parents to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this.

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*.

Re-integrating the student

The school should have a plan to help the student to take responsibility for catching up on work missed. Where possible, the school will 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.

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 will 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 Cushinstown NS has the authority to expel a student.

Expulsion of a student is a very serious step, and will 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

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 are similar to the grounds for suspension, a key difference is that, where expulsion is considered, the BOM and school authorities will have tried a series of other interventions, and will 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.

The following questions will be considered before proposing to expel a student

Nature and seriousness of the behaviour

- The precise description of the behaviour
- The persistence of the unacceptable behaviour
- Escalation, if any, of the behaviour, in spite of the interventions tried

Context of the behaviour

- Circumstances of the incidents of serious behaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)
- Factors which may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)
- Age, stage of development and cognitive ability of the student

The impact of the behaviour

- How other students and staff are affected by the student's behaviour
- The impact of the behaviour on the teaching and learning of the class
- Whether or not the behaviour has a particular or greater impact on some students or teachers
- Whether or not the student understands the impact of their behaviour on others

The interventions tried to date

- The interventions that have been tried, and over what period
- How the interventions have been recorded and monitored
- The result of those interventions
- How the parents have been involved in finding a solution to the problem behaviour
- Whether or not the intervention of NEPS or other psychological assessment or counselling has been sought, where appropriate
- Whether or not any other interventions such as peer mediation, restorative justice approaches or family conferencing were available
- Whether or not the student or parent were involved with any support service and how this agency or support service has been asked for help in solving this problem
- Whether or not any other agency been asked for assistance (e.g. TUSLA-Child and family agency).
- Whether or not the Board is satisfied that no other intervention can be tried or is likely to help the student to change their behaviour

Whether expulsion is a proportionate response

- Whether or not the student's behaviour warrants expulsion
- Whether or not the standard being applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

The possible impact of expulsion

- The extent to which the expulsion of the student may exacerbate any social or educational vulnerability
- Whether or not the student will be able to take part in and benefit from education with their peers
- The implications of expulsions in the case of a student who is in care

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.

Refer to pg.83 - 86 of the NEWB guidelines for schools on developing a code of behaviour for 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. When parents are being formally notified of an expulsion, they will be informed of their right to appeal. Parents will be given a copy of Circular 22/02 and related forms.

The appeals process

The appeals process under section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Where the school is required to prepare a response if and when an appeal is being investigated by the Dept. of Education and Science, this will be prepared by the BOM and principal.

6. Keeping records

Teachers may keep written records on behaviour in an individual notebook. This is retained by the teacher for referral. Records are written in a factual and impartial manner.

Class level

To date, teachers are requested to keep written records on behaviour in an individual notebook, where appropriate. This is retained by the teacher for referral. Records are written in a factual and impartial manner. Teachers are encouraged to record improvements in behaviour as well as misbehaviour. Serious misbehaviour will be reported immediately to the principal. In the end of year report card, there is a facility to report on behaviour, this is in the form of a comment. Staff will ensure consistency in relation to end of year reporting on behaviour.

7. Procedures for notification of pupil absences from school

The Education Welfare Act, 2000, section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

At the beginning of each school year, parents are provided with absence sheets and when a child is absent a parent is required to complete this slip and return it to the secretary or class teacher. The note must be signed and dated by the parent. This is kept in the child's file indefinitely and used for reporting to the NEWB where necessary.

Strategies that are used to encourage school attendance e.g.

- o Creating a stimulating and attractive school environment
- o Adapting curriculum content and methodologies to maximise relevance to pupils
- o Making parents aware of the terms of the Education Welfare Act and its implications

The standard forms are used to report on pupil absences to the National Education Welfare Board. This is done by one of the teachers in conjunction with the principal as part of a Post of responsibility duty.

Success Criteria

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Roles and Responsibility

The BOM ensures the code of behaviour is devised, implemented and reviewed. They also support the principal and staff in the above.

The principal will coordinate and monitor the implementation of this policy.

All staff will subscribe to the principles of the policy and assist in its implementation.

Parents are asked to contribute to the formulation of the policy and to support their children and the school in its implementation.

Ratification & Communication

This policy was ratified by the Board of Management of Cushinstown N.S.

Signed: _____

Chairperson, Board of Management

Date: _____

Reference Section

- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008
- Education (Miscellaneous Provisions) Act, 2007 - provides for certain changes in the hearing of Appeals under S29 of the Education Act, 1998
- Education (Welfare) Act, 2000
- Education Act, 1998
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
 - {1) Permanent exclusion from a school
 - (2) Suspension
 - (3) Refusal to enrol
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin, 1997. Ch. 4 p.56-61 Recommendations for Schools
- Stay Safe and Walk Tall Programmes
- Management Board Members' Handbook. Revised 2007. CPSMA: A suggested Code of Behaviour & Discipline for National Schools
- INTO (2004) Managing Challenging Behaviour: Guidelines for Teachers
- INTO (2006) Towards Positive Behaviour in Primary Schools
- INTO (1995) Enhancing Self Esteem
- The Education Act 1998. The Education Welfare Act 2000. Questions and Answers, INTO
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership.
- Working Together - to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino