



Code of Behaviour and Disciplinary Process

The aims of the Code of Behaviour of Midleton Educate Together National School are:

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

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour is encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

General Guidelines for Positive Behaviour

1. Midleton Educate Together National School is a Restorative Practice School and will allow all of the Restorative Practice values to underpin this policy.
2. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable
3. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
4. Pupils are expected to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
5. Pupils are expected to respect a teacher's instructions, to work to the best of their ability and to present assignments neatly.
6. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

Bullying

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling,

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

Affirming Positive Behaviour

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

Strategies/Incentives

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.

Discouraging Misbehaviour

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

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work.
- Loss of privileges.
- Detention during break.
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety

Categories of Misbehaviour

Along with discouraging misbehaviour and creating a positive school climate the school follows three levels of misbehaviour. They are recognised as Minor, Serious and Gross. (Appendix 1 highlight the steps taken and the clear and open communication with home)

Suspension/Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case.

Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

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

Removal of Suspension (Reinstatement)

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

School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. The school's pupils were involved in devising the '5 Golden Classroom Rules' that the whole school follows. A poster of the Golden Rules are visible in each classroom.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of -- a.m. or after the official closing time of -- p.m. (infants) -- p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times. It is parents' responsibility to inform class teachers in writing if there is a change in after-school routine. All parents who allow their child to walk home must give written consent to the class teacher at the start of each academic year.

Board of Management's Responsibilities

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

Principal's Responsibilities

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

Teachers' Responsibilities

Support and implement the school's code of behaviour.

- Create a safe working environment for each pupil.
- Use the Restorative Practice procedures.
- Respect each child for who they are.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community including their teacher and peers.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow the '5 Golden Classroom Rules'
- Engage in Restorative Practice practices.

Parents/Guardians' Responsibilities

Encourage children to have a sense of respect for themselves and for property.

- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's

progress/behaviour.

Reviewed and Ratified by the Board of Management October 2018

Appendix 1

Addition to code of Discipline / School Behaviour Policy

Categories of Misbehaviour: Three levels of misbehaviour are recognised: Minor, Serious and Gross.

- Examples of minor misbehaviours may include (this list is not exhaustive):
- Talking out of turn
- Inappropriate comments
- Lack of attention in class or yard
- Distracting others in class or yard
- Interfering in others games in yard
- Leaving seat without permission
- Homework not done or incomplete (unless an explanatory note is provided).
- Mobile phones out/switched on eating during lesson
- Chewing gum
- Mock fighting
- Jostling and pushing
- Shouting and loudness in class or within the school building
- Spitting on the ground throwing things (other than at people)
- Unsupervised climbing / running in the school building
- Bad or derogatory language
- Not following instructions.

Examples of serious misbehaviour (this list is not exhaustive):

- Bullying (including cyber bullying as well as any form of alienation and/or intimidation)
- Racism
- Verbal /physical abuse of adults and children
- Theft
- Damage to property
- Use of explicit sexual language
- Any behaviour which poses harm to themselves or others
- Continuous and on-going minor misbehaviour may be treated as serious misbehaviour.

Examples of gross misbehaviour (this list is not exhaustive):

- Assault on a teacher or pupil
- Bringing a weapon on to school property

- Serious theft
- Serious damage to property
- Continuous and on-going serious misbehaviour may be treated as gross misbehaviour

Sanctions* May include but are not limited to;

Step 1	Sanctions may include: Discussion with pupil and agreement on a more appropriate way to act in future Verbal and / or written apology Verbal and / or written undertaking to improve Reasoning with the pupil Verbal warning Confiscation of item Time out in the classroom Extra work Loss of privileges, for example, not being allowed to do jobs, not being allowed to sit on the school council, etc. Loss of yard time (5 minutes for juniors for either morning or afternoon break/ 5 minutes for seniors at morning break, or 10 minutes for seniors at afternoon break.) Informal word with the principal, who has a quiet word with the child Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion.
Step 2	Child persists with misbehaviour = child is moved to another classroom and parent is informed via a parent/teacher note in the homework journal.
Step 3**	Child persists with misbehaviour = Child is given extra homework to be signed upon completion by parent. Parents are requested to meet with Teacher.
Step 4	Child persists with misbehaviour = Parents informed by note in homework journal and are requested to meet with teacher and Deputy Principal. Child's name is placed in the Principal's Behaviour Record Book.
Note	Before a child progresses to Step 5, teacher is required to present principal with their recording of Step 1 to 4 and any evidence therein.
Step 5	Child persists with misbehaviour = Principal reprimands pupil and parents informed by the class teacher
Step 6	Child persists with misbehaviour = Principal meets with teachers, parents and pupil.
Step 7	Child persists with misbehaviour = may lead to suspension. BoM is informed. In the case of gross misbehaviour, the Principal may suspend a pupil (immediately if necessary) for up to five days and retrospectively inform the BoM. The health and safety of all is paramount in this decision.
Step 8	If repeated interventions do not result in co-operative behaviour then expulsion may be considered. Procedures for suspension and exclusion are laid out in the NEWB (National Educational Welfare Board) report 2008 and the DES (Department of Education and Science) circular and will be followed by Midleton Educate Together National School. Parents have the right of appeal.

Note: It is recognised that for some children serious/gross misbehaviour may be related to a specific diagnosis. Such children will be subject to the steps outlined in this policy but with equal consideration given to their individual behaviour plan (IBP). The latter forms part of the child's individual education plan (IEP) to be implemented in consultation with class teacher, parents, SEN team and principal . Where there is no existing diagnosis, but both parents and staff agree that an assessment is required, they can liaise with the school support team to assist with a referral, as outlined in the school's SEN policy.

*Progression through these steps can be accelerated depending on the level/ frequency of misbehaviour in particular situations.

**As infant classes do not always receive specific homework this step may not apply.