**Burgess National School**

**Carrigatoher**

**Nenagh**

**Co Tipperary**



**Burgess National School Mission Statement**

***At Burgess National School, we work at creating a Christian atmosphere that promotes the dignity and individuality of every pupil, enabling him/her to reach his/her full potential in a happy learning environment.***

**Code of Behaviour**

**Code of Behaviour Policy**

**Introductory Statement**

Following consultation with the Board of Management (B.O.M), the teaching staff, parents and pupils of Burgess National School, this Code of Behaviour was reviewed in November 2021. Having a Code of Behaviour is a requirement under the Education Welfare Act 2000 Section 23 (1). This review of our Code of Behaviour will ensure the continuance of the existing orderly climate for learning in Burgess National School. The code of Behaviour of Burgess National School has been developed in accordance with ‘*Developing a Code of Behaviour: Guidelines for Schools’, National Education Welfare Board, 2008.*

**The Code of Behaviour details:**

* The standards of behaviour that shall be observed by each pupil attending the school.
* The whole school approach in promoting positive behaviour.
* The measures that shall be taken when a pupil fails or refuses to observe those standards.
* The procedures to be followed before a pupil may be suspended or expelled from Burgess National School.
* The grounds for removing a suspension imposed in relation to a pupil.
* The procedures to be followed in relation to a child’s absence from school.

**Whole School Approach:**

The Board of Management of Burgess NS recognises the importance of creating consistent values, policies, practices, and relationships that support the Code of Behaviour. We the school community have a central role in the children’s social and moral development just as it does in their academic development. As a community, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles. Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff. A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the role played by the principal, teachers, ancillary staff and parents in the review and operation of the Code.

**Aims:**

* To allow the school to function in an orderly way where children can make progress in all aspects of their development.
* To create an atmosphere of respect, honestly, tolerance, responsibility, 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 school staff, parents, and pupils in understanding the systems and procedures that form part of the code of behaviour and seek their cooperation 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.

**Standards of Behaviour:**

**Pupils**

**General Behaviour**

**Each pupil is expected to:**

* Be well behaved and to show consideration for other children and adults.
* Show respect for the property of, the school, other children, and their own belongings.
* Attend school on a regular basis and to be punctual each morning.
* Wear his/her full school uniform.
* Do his/her best both in school and for homework.
* Have homework checked and signed nightly.
* Display appropriate coughing etiquette inline with the schools Covid-Response Plan.

**Classroom Behaviour**

**Each pupil is expected to:**

* Listen to the teacher and other pupils if they are speaking.
* Work to the best of his/her ability.
* Value school property and the belongings of fellow pupils.
* Follow the direction of his/her teacher.
* Obtain his/her teacher’s permission to leave the classroom.
* Use his/her *inside voice* within the confines of the school building.
* Bring a healthy lunch as outlined in our *Healthy Eating Policy*.
* Respect the teacher, other pupils, and visitors to the classroom.
* Display appropriate coughing etiquette in line with the schools Covid-Response Plan.

**Yard Behaviour**

**Each pupil is expected to:**

* Play safely and avoid any games or play that are rough or dangerous.
* Follow the directions of the adults on supervision duty.
* Always remain on school grounds.
* Seek permission to re-enter the school building during breaktimes.
* Respect the adults on the yard and their fellow pupils.
* Avoid swearing, fighting, or name-calling.
* Include other pupils in games.
* Display appropriate coughing etiquette in line with the schools Covid-Response Plan.

**Behaviour in Other School Areas**

**Each pupil is expected to:**

* Walk quietly in the school corridors keeping to the right.
* Line up on entry to and exit from the school keeping an appropriate distance from other pupils in line with the schools Covid Response Plan.
* Return promptly to class from toilets/other classrooms.
* Observe the rule of one person in the toilet at a time.
* Always seek permission to go to the toilet.
* Display appropriate coughing etiquette in line with the schools Covid-Response Plan.

**Behaviour during School Outings/Activities**

**Each pupil is expected to:**

* Always follow his/her teacher’s direction.
* Always remain with the teacher/supervisors and group of pupils.
* Behave politely and respectfully to those they meet on such trips.
* Observe the rules of general good behaviour.
* Refrain from bringing any handheld electronic device to school.

**Staff**

It is the principal’s responsibility to ensure the school’s Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school. In Burgess NS many of the teachers have completed the Incredible Years Teacher Classroom Management Programme and we endorse its principles of promoting pro-social behaviour through prevention and early intervention insofar as is possible. Teaching staff are specifically responsible for the management of behaviour within their own class.

**Teachers will:**

* Discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of the school year.
* Ensure the rules are displayed in the classroom.
* Encourage self-discipline and positive behaviour.
* Reward positive behaviour.
* Ensure that there is always an appropriate level of supervision.
* Implement the reward/sanction scheme in a fair and consistent manner.
* Keep a written record of all incidents of continues Level 1, Level 2 and Level 3 misbehaviours. *(This record will indicate the advice and/or warnings given to the child on the misbehaviour and the consequences of its repetition)*
* Inform pupils where instances of misbehaviour on their part are being recorded.
* Report repeated instances of serious misbehaviour to the principal.

**Parents/Guardians**

Parents/guardians play a crucial role in shaping the attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encourage punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian become concerned about any aspect of their child’s behaviour they are welcome to make an appointment with the class-teacher to discuss their concerns. The class teacher should be the first port of call for parents, if they are still concerned after this initial discussion with the class teacher, then they are invited to make an appointment with the principal to discuss same. In cases of an identified pattern of misbehaviour parents will be invites to participate in the intervention process.

**Promoting Positive Behaviour**

As a rule, the school will endeavour to create and foster an environment where positive behaviour is reinforced through praise and reward. In line with the Incredible Years training our emphasis is on the positive rather than the negative and we always try to “catch the child being good”. School personnel will use encouraging language and gestures, both in class and around the school, so that the positive behaviour is instantly recognised and rewarded. Special attention will be paid to pupils who have previously been associated with poor behavioural choices/decisions so that not only good behaviour but also improvement in behaviour is acknowledged. A reward scheme for promoting positive behaviour will be used.

Such rewards will include:

* A word of praise to show approval.
* A visit to another teacher for commendation.
* Special mention at assembly
* “Nóta o mo mhúinteoir” positive note sent to parent(s)/guardians
* Student certificates
* Special privileges e.g., Homework pass /line leader
* Tangible reward, sticker/lucky dip etc

**Inappropriate Behaviour**

To establish a common understanding and consistent response, the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed under each level of behaviour.

**Level 1**

**Behaviours**

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and yard. Pupils learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive, and positive. Children will be taught what is expected of them and how they should behave. Listed below are some examples of the types of behaviour that are included in level 1. Please note this list is not exhaustive.

* Frequently failing to prepare for class, as defined by individual teachers.
* Consistently making a poor effort at schoolwork.
* Running in the hallways.
* Disturbing the work or play of others.
* Disrespectful language, tone, or manner.
* Ignoring staff requests.

**Level 1**

**Disciplinary Actions**

Consequences for level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. The class teacher will discipline pupils at level 1 and will decide which response is most appropriate when dealing with level 1 behaviours.

Some examples of level 1 responses are:

* Verbal reprimand/ reminder(s)
* Noting of the incident in the yard book.
* Writing out the school rule that has been broken.
* Reinforcement of alternative positive behaviour.
* Temporary separation from peers, friends, and others.
* Prescribing additional work.
* Loss of privileges.
* Repeated incidents of level 1 behaviour will result in pupil being prohibited from representing the school on teams or outings.
* Parent contact.
* Behaviour contract signed by pupil and teacher.

**Level 1 Supportive Interventions**

* Classroom based interventions, such as class meetings, with the option of informal consultation, (with parent(s)/guardian(s) or staff members)
* Discussion of the behaviour with the child
* Informal notes regarding the incident, intervention, date. (Should the problem persist this would be very useful)

**Level 2**

**Level 2 Behaviours**

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and the staff. Listed below are some examples of the type of behaviour that are included at level 2. Please not this list is not exhaustive.

* Repeated instances of level 1 behaviour which have not been modified by intervention.
* Behaviour which is dangerous to self or others.(Shoving, pushing, hitting)
* Intentionally damaging school or personal property.
* Stealing.
* Cheating.
* Use of profanity.
* Derogatory reference to another person’s race, gender, religion, physical condition, disability, or ethnic origin.
* Disrespectful language or behaviour towards an adult.
* Possession or use of dangerous toys or sporting equipment, (bow and arrows, any kind of knives)
* Leaving the school without permission during the school dayor leaving the care of school staff during school outings.
* Failure to adhere to the Acceptable Usage Policy for safe and responsible use of the internet in school.
* Placing an offensive message, image or statement about a fellow pupil or member of staff on any internet or social media site.

**Level 2 Disciplinary Actions**

The disciplining of pupils for level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at level 2 are administered by the principal, and include the formal notification of parents, with written documentation informing them of the behaviour that has taken place. Some examples of level 2 responses are:

* Report submitted to the BOM
* Class teacher and principal meets with parent(s)/guardian(s) and written record of the meeting is kept.
* Suspension from school of one to five days, depending on the severity of the behaviour.
* Implementation of an Individual Behaviour Plan drawn up in consultation with the pupil, parents, teacher, principal, and any relevant outside agencies.

**Level 2 Supportive Interventions**

* Team conference to include class teacher, other involved staff, Assistant Principal, or Principal.
* Request for assistance from external agencies such as the National Educational Psychological Services, HSE Community Services, Child and Adolescent Mental Health Services, and National Council for Special Education.
* Referral of a pupil displaying behavioural problems for psychological assessment with the parent(s)/guardians(s) consent.

**Level 3**

**Level 3 Behaviours**

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations which include illegal activity may result in contact with the Garda Síochána and/or tusla after parental involvement. Listed below are some of these types of behaviour. Please note the list is not exhaustive.

* Repeated or serious instances of level 2 behaviour which have not been modified by intervention
* Setting fires.
* Intentional possession or use of weapons.
* Violent fighting or intentionally causing physical harm to others.
* Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, intellectual ability, or ethnic origin.
* Supplying illegal substances to other pupils in the school.

**Level 3 Disciplinary Actions**

Behaviour at level 3 may involve suspension from school. The length of the suspension will depend on the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in Section 8 below. Level 3 responses include:

* **Suspension from school for one to five days:** This response will occur with the first instance of level 3 behaviour or level 2 behaviour that is repeated and/or of significant severity. The principal following due process and procedure, can issue a suspension having first consulted with the Chairperson of the BOM.
* **Suspension from School for five to ten days:** this response will occur with the repeated incidence of level 3 behaviour or a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the BOM.
* **Expulsion:** Repeated incidents of level 3 behaviour can result in a pupil being expelled.

**Procedures for Suspensions and Expulsions**

**Suspension**

**Definition of Suspension:**

*“Requiring the student to absent himself/herself from the school for a specified, limited period of school days”*

Developing a Code of Behaviour: Guidelines for Schools, National Education Welfare Board

**Authority to Suspend**

The BOM of Burgess NS has formally and in writing delegated the authority to impose an “Immediate Suspension” to the principal teacher. An “Immediate Suspension” may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the BOM the suspension may be for a longer period but in any event will not exceed five school days.

Furthermore, the BOM has formally and in writing delegated to the principal teacher the authority to impose “Automatic Suspension” for names behaviours detailed in this policy. An Automatic Suspension maybe for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the BOM the suspension maybe for a longer period but in any event will not exceed five school days.

The BOM retains its authority to suspend a pupil in all other cases/circumstances.

**Immediate Suspension and Automatic Suspension**

An “Immediate Suspension” will be deemed to be necessary where after a preliminary investigation the principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff on the school. An “Immediate Suspension” may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the BOM the suspension may be for a longer period but in any event will not exceed five school days.

An “Automatic Suspension” is a suspension imposed for named behaviours. The BOM of Burgess NS having given due consideration to its duty of care as prescribed by Health and Safety Legislation, has determined that the following named behaviours will incur “Automatic Suspension” as a sanction:

* Physical assault/violence resulting in bodily harm to a pupil or member of staff.
* Physical violence resulting in serious damage to school property.
* Leaving the school without permission during the school day.

An automatic suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the BOM the suspension may be for a longer period but in any event will not exceed five school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone and arrangements will be made with them for the pupil to be collected. In no circumstance will a pupil be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than two school days after the imposition of the suspension. Such a notification will detail:

* The duration 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 parent(s)/guardian(s).

The BOM acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than two school days after the incident, the BOM will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

* The circumstances surrounding the suspension.
* Interventions to prevent a reoccurrence of such misconduct.

The BOM of Burgess NS acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

* No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

**Procedures in Respect of Other Suspensions**

In cases other than those of Immediate or Automatic Suspension the following procedures will apply:

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the BOM of Burgess NS will initiate a formal investigation of the matter.

**The following procedures will be observed:**

* A written letter containing the following information will issue to parent(s)/guardian(s)
* Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
* An invitation to a meeting, to be scheduled no later than five school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The BOM of Burgess NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

* No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, not will such a person be involved in the decision-making process.
* The person(s)involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made, the Chairperson of the BOM will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

* The duration of the suspension and the sates 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(s)/guardian(s)
* The provision of an appeal to the BOM

Where a suspension brings the total number of days which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

**Expulsion**

**Definition of Expulsion:**

*“a pupil is expelled from a school when a BOM makes a decision to permanently exclude him or her from the school, having complied with the provisions of Section 24 of the Education Welfare Act 2000”*

(Developing A Code of Behaviour: Guidelines for Schools, National Education Welfare Board)

**Authority to Expel:**

The authority to expel a pupil is reserved by the BOM.

**Procedures in Respect of Expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedures will apply:

1. **A detailed investigation will be carried out under the direction of the principal (or a nominee of the BOM if required)**

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s)

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
2. An invitation to a meeting, to be scheduled no later than five school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond**.**
3. **The principal (or BOM nominee) will make a recommendation to the BOM**

Where the principal or nominee forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the principal or nominee makes a recommendation to the BOM to consider expulsion.

In this event the principal or nominee will:

1. Inform the parent(s)/guardian(s) that the BOM is being asked to consider expulsion.
2. Ensure that parent(s)/guardian(s) have records of the allegations against the pupil; the investigation; and written notice of the grounds on which the BOM is being asked to consider expulsion.
3. Provide the BOM with the same comprehensive records as are given to the parent(s)/guardian(s)
4. **Consideration by the BOM of the principals or nominees Recommendations and the Holding of a Hearing**

If having considered the principals report, the BOM decided to consider expelling a student, a hearing will be scheduled. The parent(s)/guardian(s) will be notified in writing

1. As to the date, location, and time of the hearing.
2. Of their right to make a written and oral submission to the BOM.
3. That they may if they so chose be accompanied at the hearing.

The BOM undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion the BOM gives an undertaking that

1. The meeting will be properly conducted in accordance with Board procedures
2. The principal or nominee and parent(s)/guardian(s) will present their case to the board in each other’s presence.
3. Each party will be given the opportunity to directly question the evidence of the other party.
4. The parent(s)/guardian(s) may make a case for a lesser sanction if they so choose.
5. **BOM Deliberations and Actions Following the Hearing**

Where the BOM, having considered all the facts of the case, is of the opinion that the pupil should be expelled the BOM

1. Will notify the Education Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion
2. Will not expel the pupil before the passage of twenty school days from the date on which the Education Welfare Officer receives this written notification.
3. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Education Welfare Officer is being contacted.
4. Will be represented at the consultation to be organised by the Education Welfare Officer.
5. Will suspend the pupil, if it is deemed likely that the continued presence of the pupil during this time will seriously disrupt the learning of others or represent a threat to the safety of other pupils or staff.
6. **Confirmation of the Decision to Expel**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the BOM remains of the view that the pupil should be expelled, the BOM will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Welfare Act 1998 and will be provided with information on the submission of such an appeal.

The BOM of Burgess NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

**Notification of a Child’s Absence from School**

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

* The school should be notified of the absence on the first day the pupil returns to school.
* The reason for the absence should be notified to the class teacher.
* The absence should be notified inwriting by using the absent note section at the back of the school journal/by writing a note in the Infants Home School Link copy.
* Details pertaining to the absence, such as duration and reason should be provided.
* Significant absences caused by ill health (i.e., absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 days or more in a school year, where attendance is irregular and when the pupil is removed from the school register.

**Records**

Records of an individual pupil’s repeated misbehaviour will be kept by the class teacher and will contain:

* Incidents of misbehaviour.
* Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies.
* Evidence of improved behaviour.
* Any sanctions imposed, and the reasons they were imposed.

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained. Any written records will be kept in the locked classroom filing cabinet in the child’s individual file.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment)Act 2003.

Ratification of Policy

This policy was reviewed by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_.

This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and published on the school website.

A record of the review and its outcome will be made available, if requested, to the patron and the Department.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson of Board of Management) (Principal)**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of next review: February 2023**