

Canal Way Educate Together.

Code of Behaviour

INTRODUCTORY STATEMENT:

Canal Way Educate Together National School Community is one where pupils, staff and parents strive to co-exist in an atmosphere of mutual respect and safety. We see every child as being key members of our community and we encourage them to support our community. The aim of the Code of Behaviour is to promote citizenship & good behaviour within our community, using a whole school approach. This code is underpinned by the four principles of Educate Together: equality based; child centred; democratically run and coeducational. The Code of Behaviour will take account to the following Portobello ETNS policies such as the Anti-Bullying Policy, Child Protection Policy, Communications Policy, Special Needs Policy, School Attendance Strategy and Equality Policy. This Code of Behaviour was updated in June 2015 in consultation with the staff. The policy takes into account the following - "Developing a Code of Behaviour – Guidelines for Schools", issued by the National Educational Welfare Board (NEWB).

AIMS OF THE CODE In our school we aim:

- i. To support equality.
- ii. To promote respect.
- iii. To create an environment where the school community feel safe and valued.
- iv. To promote self-discipline by affirming that everyone's behaviour matters and focusing on good behaviour and personal responsibility.
- v. To have a framework in place to ensure that the school's high expectations for behaviour are widely known and understood.
- vi. To take into account our Special Educational Needs during the implementation of the school's code of behaviour.

RIGHTS & RESPONSIBILITIES OF SCHOOL COMMUNITY

Community Member	Rights	Responsibility
Pupils	<ul style="list-style-type: none"> • To be educated in a safe, happy and secure environment. • To grow intellectually, emotionally, morally, spiritually and physically. • To be treated as an individual with due respect and regard for others within the school community. • To be listened to and express themselves. • To be free from all forms of abuse, whether physical, emotional, mental or sexual. • To receive information about topics and concerns affecting their lives including information on the Code of Behaviour. 	<p>Complying with school and class rules.</p> <p>Looking after property.</p> <p>The environment.</p> <p>Playing safely & being inclusive.</p> <p>Behaving in accordance with the Code of Behaviour at all times including when representing the school and on school outings</p> <p>Their class work and homework.</p>
Staff	<ul style="list-style-type: none"> • To be respected and held in proper esteem. • To be listened to and express themselves. • To confidentiality. • To appeal to a higher authority, e.g. Board of Management, Department of Education & Science, Union. • To access adequate facilities and resources appropriate to their duties. 	<p>Support equality based ethos of the school.</p> <p>Creating a positive atmosphere/environment for learning.</p> <ul style="list-style-type: none"> • Promoting equality. • Adhere to the communication policy. • Having positive expectations for pupils. • Informing pupils what is expected from them in terms of behaviour. • Having high expectations.
Parents	<p>To respect, understanding and confidentiality.</p> <ul style="list-style-type: none"> • To updates on the progress of the pupil/pupils. • To be listened to and express themselves. • To be consulted about disciplinary action at an early stage. • To appeal to a higher authority, e.g. Board of Management, Department of Education & Science. • To be made aware of the Code of Behaviour of the school. (website) 	<ul style="list-style-type: none"> • Providing guidance and positive role models to pupils. • Becoming involved in their child's learning. • To support children with with being prepared fr school. • Communicating information which may affect the pupil. • Adhere to communication policy.

EXPECTATIONS

Behaviour	Enable Students	Rationale
Line up in yard and enter school timely & safely	<ul style="list-style-type: none"> - 1st whistle – Freeze. - 2nd whistle – Walk to line. - Whole-school meditation, reflection and activities while lining up. 	<ul style="list-style-type: none"> - Safety. - Spirituality. - Respect.
Children attending and engaging. <ul style="list-style-type: none"> - We are gentle. - We listen. - We are helpful. - We look after property. 	<ul style="list-style-type: none"> - Explicit teaching in class. - Give me 5. - Seats & aids for children where necessary. 	<ul style="list-style-type: none"> - Teaching and learning - Respect.
Lunch time in class, children sit in their seat.	<ul style="list-style-type: none"> - Remove scissors during lunch time. - Direct Teaching. - Teacher supervision. 	<ul style="list-style-type: none"> - Safety. - Hygiene. - Good table manners.
Tidying up <ul style="list-style-type: none"> - Children tidy up after themselves. - Show respect for property - Collaborate 	<ul style="list-style-type: none"> - Children given enough time. - Explicit teaching of expected behaviours. 	<ul style="list-style-type: none"> -
Toilet	<ul style="list-style-type: none"> - Explicit Teaching – - wash hands & keep toilet clean. 	<ul style="list-style-type: none"> - Safety - Hygiene - Respect
Classes moving around the school – <ul style="list-style-type: none"> - Walk on the left. - Use inside voices at break time. - Quietly during class time. - Only enter classrooms after teacher. - Are in view of their teacher, start and end of line. 	<ul style="list-style-type: none"> - Children know where the stop points are on the corridors. - Games and passwords. - Explicit teaching of noise and voice levels. 	<ul style="list-style-type: none"> - Safety. - Respect.

Behaviour	Enable Students	Rationale
Dismissal <ul style="list-style-type: none"> - Children in junior classes are walked to designated area and are dismissed one at a time by class teacher. 	<ul style="list-style-type: none"> - Direct Teaching. - Practicing routine (language cue). - Children to be prepared for home time in a calm relaxed environment. 5 minute activity with coats and bags on – eg: music, phonics, Gaeilge, recap, reflection. 	<ul style="list-style-type: none"> - Safety - Social Skills - Punctuality
Listening Points <ul style="list-style-type: none"> - Assembly - End of yard Time - Class Time - Guests visiting the school 	<ul style="list-style-type: none"> - Direct teaching. - Modelling desired behaviours. - Reinforce positive behaviours. - Attention strategies. - Visual Cues. 	<ul style="list-style-type: none"> - Learning - Right to an education - Safety -
Lesson Transitions. <ul style="list-style-type: none"> - Pupils to know what they are to do next/early finisher strategies etc. - 	<ul style="list-style-type: none"> - Strategies 	<ul style="list-style-type: none"> - Safety - Increase time on task/teaching and learning
Language <ul style="list-style-type: none"> - Positive sincere language to be used at all times (no sarcasm) - Professional workplace language at all times. - All members of the community to be courteous at all times towards individual staff pupils and parents. Behaviour as communication policy.	<ul style="list-style-type: none"> - Direct teaching about meaning of language and slurs. - 9 grounds of discrimination as template. 	<ul style="list-style-type: none"> - Human Rights - Respect. - Learning - Core value equality

REWARDS:

At Canal Way ETNS we choose a whole class collaborative approach to behaviour. The whole class is then rewarded through story/play time. Behaviour which does not adhere to the expected code of conduct is seen as a communication of needs. This behaviour is to be recorded and analysed with a view to supporting the pupil.

Expected behaviours have immediate rewards/consequences and are not tallied through day/week.

Examples of best practice:

1. I'm looking for some children who are ready to help/ go on errand.
2. I'm looking for pupils who are giving me five/listening/looking.
3. I wonder who would be able to show how this is done.
4. I am asking this table to help because they tidied up so well.
5. Who will I ask - who has their hand up quietly / sitting with their hands on their knees/looking at teacher?
6. I am so impressed with XXXX because they are doing their work.
7. I love seeing XXXX trying so hard.
8. Wow look at XXXX.
9. I love how XXX is helping others to get organised too.
10. Make it a game:

When I turn around I hope to see....

Who can find four things to put away/pick up/put in the right place

When the lights go off we will all be ready

RESPONDING TO INAPPROPRIATE BEHAVIOUR.

We use a whole school approach to respond to inappropriate behaviour. Elements of this approach include

- the use of a problem-solving approach when dealing with inappropriate behaviour,
- agreed ways of describing behaviour,
- a ladder of intervention,
- agreed arrangements for recording behaviour and the use of sanctions.
- Problem Solving Approach: Gather information, Identify context, possible solutions, decide specific strategies, Review.

BULLYING - The school has in place an Anti-Bullying Policy which is adhered to in the event of bullying occurring.

BEHAVIOURS IDENTIFIED.

Minor Misbehaviours	Serious Misbehaviours	Gross Misbehaviours
Breaking Golden Rules. Interrupting Class interrupting class work which prevents others from learning Leaving seat without permission at lunch time Running in school building Failing to line up Not completing homework without good reason Isolated acts of disrespect to community members Isolated instances of being unable to abide by accepted conventions due to special educational/behavioural needs	Regularly breaking golden rules. Regularly preventing others from learning Using a mobile phone during school hours Vandalism of school property Consistently not completing homework Telling lies (age appropriate) Stealing Deliberately endangering self or fellow pupils Damage to the property of another child/children Leaving school premises without appropriate permission. Frequenting the building without permission. Verbal abuse or discriminatory remarks Bringing weapons to school. Inappropriately displaying of body parts (age appropriate)	Aggressive, threatening or violent behaviour towards any staff member/pupil/parent/visitor Any act of assault against any staff member/pupil/parent/visitor Damage to property (intentionally)

A LADDER OF INTERVENTION

Level	Misbehaviour	Support	Sanction
1	Minor	<p>Clear Rules Routines Explaining behaviour Explaining expected behaviour 123 magic / verbal warnings Teacher records behaviour*</p>	<p>Verbal Reprimand. Time out / Cool Down – removal from activity (use different areas of classroom all the time) Write about behaviour. Yard timeout to be spent walking with teacher. Golden Time. Never use withdrawal of curricular or learning time. Never use curricular work as a punishment.</p>
2	Recurring Minor	<p>Continuum of Support. Set Specific Targets. Behaviour Contracts. 123 magic / verbal warnings Care Team (Learning Support & Care Team & Principal) Local Support Services. Teacher Records behaviour*</p>	<p>Pupil to be removed from their class for a longer period Pupil apologises sincerely (in writing where appropriate).</p>
3	Serious Misbehaviours	<p>Continuum of Support. Set Specific Targets. Behaviour Contracts. 123 magic / verbal warnings Care Team (Learning Support & Care Team & Principal) Local Support Services. Teacher / Principal records behaviour*</p>	<p>Principal informed. Parents/guardians to be informed by letter or by a note in homework diary, parents will be informed as soon as it is perceived that difficulties are developing with regard to their child's behaviour. Child to be taken off yard where health and safety is concerned. The pupil will be given time to eat their lunch, go to the toilet and will be supervised at all times. Parents will be informed of detention. Pupils are sent to the Principal for continually occurring or serious misbehaviours.</p>
4	Gross Misbehaviours	<p>Continuum of Support. Care Team (Learning Supp & Care Team) Local Support Services. Home Communication. Restricted Day. Teacher Records Behaviour*</p>	<p>Personal contact may be made with parents by the teacher or the Principal in the form of a letter or a phone call. Parents may requested to meet with the teacher and/or the Principal.</p>

5	Re-occurring Gross Mis-behaviours	Continuum of Support. Care Team (Learning Support & Care Team) Local Support Services Home Communication. Teacher Records Behaviour*	Referral made by Principal to the Chairperson of the Board of Management to arrange a meeting between them and the parents. Referral to the Board of Management Suspension** by the Principal/ Board of Management for a minor fixed period (one to three school days) Expulsion*** - The school should have taken significant steps to address the misbehaviour, and be satisfied that they have exhausted all possibilities for changing the student's behaviour. There may exceptional circumstances where the board forms the opinion that the student should be expelled for a first offence, e.g. actual violence or physical assault
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Notes:

* RECORDING: Teacher records behaviours at each class level. Incidents of serious misbehaviour during break times must be reported by the teacher on yard duty to the class teacher at the end of yard time. Depending on the nature of the misbehaviour these records may include a description of the behaviour, the context of the behaviour, action taken and sanctions incurred, interventions tried if any and how the pupil has responded to them, and copies of any correspondence with parents. These records will be stored in a class folder which will be returned to the Principal at the end of each school year. The Principal will record and retain all records of Suspension & Expulsion.

SUSPENSION:

Suspension is defined as “requiring the pupil to absent himself/herself from the school for a specified, limited period of school days “. During the period of a suspension, the pupil retains their place in the school.

AUTHORITY TO SUSPEND - The Board of Management of Portobello Educate Together has delegated the authority to suspend a pupil to the Principal.

GROUNDS FOR SUSPENSION –

1. The pupil’s behaviour has had a seriously detrimental effect on the education of other pupils.
2. The pupil’s continued presence in the school at this time constitutes a threat to safety.
3. The pupil is responsible for serious damage to property.
4. A single incident of serious misbehaviour may be grounds for suspension.

PROCEDURES FOR SUSPENSION: Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

The pupil and their parents will be informed about the complaint, that it will be investigated and that it may result in suspension.

Parents will be informed in writing and where practical by phone.

The parents and pupil will be given an opportunity to meet with the Principal to discuss the incident and respond before any sanction is imposed.

If a pupil and their parents fail to attend a meeting, the Principal will inform them in writing advising them 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.

Any decision to suspend will be given in writing to the parents.

IMMEDIATE SUSPENSION: Immediate Suspension In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person. Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the pupil, other pupils, 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. No suspension, including an immediate suspension, will be open-ended. In the case of an immediate suspension, parents will be notified, and arrangements will be made with them for the pupil to be collected. The school will have regard to its duty of care for the pupil. In no circumstances will a pupil be sent home from school without first notifying parents.

APPEALING A SUSPENSION The Board of Management has placed a ceiling of three 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 9.

EXPULSION A student is expelled from a school when a Board of Management 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. 9.1

AUTHORITY TO EXPEL: The authority to expel a student is reserved to the Board of Management.

GROUNDS FOR EXPULSION: Grounds for Expulsion Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour.

1. The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
2. The student's continued presence in the school constitutes a real and significant threat to safety.
3. The student is responsible for serious damage to property.
4. 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, the Board of Management will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

EXPULSION FOR 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:

1. a serious threat of violence against another student or member of staff
2. actual violence or physical assault
3. supplying illegal drugs to other students in the school
4. sexual assault

PROCEDURES FOR EXPULSION: 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. These procedures assume that the Board of Management is the decision-making body in relation to expulsions. It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Steps 1 to 6 as outlined above and detailed in “Developing a Code of Behaviour – Guidelines for Schools”, issued by the National Educational Welfare Board (NEWB) Pages 83 – 86 will be followed. In the event of an appeal the appeals process under section 29 of the Education Act 1998 will be followed.

REVIEW OF USE OF EXPULSION: The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

IMPLEMENTING AND COMMUNICATING THE CODE OF BEHAVIOUR.

The code will be communicated to the school community in a variety of ways including - through the School Booklet and Information Pack for new parents, on the school website, at Information Meetings for parents, in the School Newsletter, at Staff Meetings

Next review date: This Code of Behaviour will be reviewed in the school year 2017/2018

Ratified by Board of Management on June 2015

Chairperson: Niamh Shine.

Principal: Dermot Stanley