



CODE OF BEHAVIOUR

**St. Clare's Primary School
Harold's Cross Road,
Dublin 6W**

Tel: 01 4963237

Fax: 01 4978669

Web: www.stclares.ie

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

Introductory Statement

St. Clare's Convent Primary School is a co-educational vertical school with an ASD Unit catering for classes for early intervention and primary school aged pupils, together with special needs pupils integrated in mainstream classes. This policy has been revised in consultation with all the school partners, including Board of Management, staff, teachers, pupils and parents. The process was begun in March 2009 with a planning day facilitated by PPDS facilitator. The draft document was considered by the St. Clare's Primary School Committee on Revision of the Code of Behaviour, comprising of Board of Management representatives, Parent Association representatives, and Teacher Representatives. The Principal was also member of this committee. The Committee was formed in response to publication of National Educational Welfare Board (NEWB) Guidelines for Schools in May 2008 which requires all schools to review their Code of Behaviour. The school rules were discussed by the Assistant Principal and the Deputy Principal name with the Green School Committee and also with pupils from 2nd – 6th classes. Suggestions and recommendations made by the pupils have been included in this revised Code of Behaviour. This Code of Behaviour has been revised in accordance with "Developing a Code of Behaviour: Guidelines for Schools", National Educational Welfare Board, 2008. It takes cognisance of the Education Act 1998, Education (Welfare) Act 2000, Equal Status Act and NEWB Guidelines on Developing a Code of Behaviour. St. Clare's Code of Behaviour should be read in conjunction with the Anti Bullying Policy, Attendance Policy, Bus Safety Policy, Child Safeguarding Policy, Data Protection Policy, Educational Trips Policy, Electronic Games Policy, Enrolment Policy, Healthy Eating Policy, Heelys and Rollerblades Policy, Homework Policy, ICT Acceptable Use Policy, Mobile Phone Policy, Record Keeping Policy, Road Safety Policy, Safety, Health & Welfare Policy, SPHE Policy, Substance Use Policy, Supervision Policy, Sports Code of Conduct and Swimming Policy, Uniform Policy.

Rationale

St. Clare's Convent Primary School promotes a positive approach to discipline in the classroom and in the school generally. This positive approach emphasises encouragement and praise. The code of behaviour ensures that good behaviour and the right relationships are fostered.

Under Section 23 of the Education (Welfare) Act 2000, the Board of Management is required to prepare and make available a code of behaviour for its pupils in accordance with the Guidelines issued by National Educational Welfare Board (NEWB) published in June 2008.

The policy is designed

- to ensure that the policy reflects the principles and values of the religious and educational philosophy of St. Clare's Convent Primary School;
- to maintain an ordered and orderly environment;
- to clarify expectations of behaviour;
- to outline rewards and sanctions;
- to make parents/guardians and pupils aware of the procedures for dealing with misconduct and infringement of the school rules;
- to make parents/guardians and pupils aware of procedures for suspension and expulsions;
- to outline the grounds for removing a suspension imposed in relation to a pupil; and
- to outline the procedures to be followed in relation to a pupil's absence from school.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

Links to Mission Statement

This policy has been developed in line with our Mission Statement which states:

'We in St. Clare's aim to create an ordered and orderly environment in which children feel secure, in which self esteem is fostered and in which children can make progress at their work'

Therefore we must ensure that:

- The Code of Behaviour supports the way in which all member of the school can live and work together in a supportive way;
- Promote an environment where pupils learn to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Link to ethos

This policy reflects the Franciscan ethos of our school and in this atmosphere the spiritual, intellectual, social and physical growth of the children is fostered in the spirit of St. Francis and St. Clare encouraging pupils and staff

- to care for each other and the world around us;
- to pray and work for peace in own school, parish, world;

We treat all pupils fairly and apply this behaviour policy in a consistent way.

Aims

The aim of the Code of Behaviour is to encourage the pupils to have respect for themselves and for others; for their school and the environment; to teach them to work and play together, in a sharing and caring atmosphere so that each pupil reaches his/her full potential and grows into a mature and responsible person. The school has a number of school rules, but the primary aim of the Code of Behaviour is not to enforce rules. It is a means of promoting relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. St. Clare's rewards good behaviour, as we believe that this will develop an ethos of kindness, consideration and co-operation. Our Code of Behaviour is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The objectives of our Code of Behaviour are:

- to foster an atmosphere in the school which promotes the holistic development of each pupil and which allows the right relationships to flourish;
- to create a safe and secure learning environment for all pupils by promoting a sense of respect;
- to nurture the qualities of independence, self-reliance, tolerance and self discipline and encourage pupils to take responsibility for their own actions and being aware of how these actions effect others as well as themselves;
- to have effective procedures in place which will allow an ordered and orderly environment to exist and which meets the requirements of current legislation; and
- that the pupils understand clearly the rules and the sanctions.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

Scope

This Code of Behaviour applies to all pupils enrolled in the St. Clare's Convent Primary School, Harold's Cross and relates to all school activities both during and outside of normal school hours; it applies both on and off site. For avoidance of doubt any reference to Principal is to be construed as meaning Acting Principal or Deputy Principal in the absence of the Principal.

Supporting Measures

In St. Clare's Convent Primary School pupils are encouraged to uphold the Code of Behaviour by the following:

- Parental co-operation is considered fundamental to the implementation of the school's code. By enrolling their child/children in the school, parents indicate agreement with the aims and ethos of the school and are acknowledging acceptance of the code of behaviour. In accordance with the Education Act 1998 parents are asked to indicate that they will make every effort to ensure that their child/children complies with every aspect of the code;
- A copy of school's Code of Behaviour is printed in the pupil's diary, a copy furnished to each family at the beginning of each academic year and a pdf version available for download on www.stclares.ie. Pupils are reminded of our rules regularly and the reasons for them and the procedures followed if the rules are not upheld;
- At the start of each academic year, the code of behaviour is discussed with each class and any changes highlighted. This is done so as to remind pupils of the content and to take account of the fact that they have been out of our school environment for nine weeks.
- School rules and the reasons for them are discussed as part of SPHE/RSE/Circle Time/Religion. The concepts of tolerance, self control, fairness and the principles of natural justice are also discussed as part of the Alive O Programme;
- If there are incidents of serious misbehaviour, the class teacher discusses these with the whole class during 'circle time';
- The school actively supports a 'buddy system' in 5th & 6th classes. In classes where peer relationships need to be improved and some whole class intervention is deemed necessary the class teacher and Principal/Deputy Principal will establish the peer buddy system. This involves lessons explaining and exploring the role of peer buddies, the election of the buddies and training. These buddies will act as supports to their class peers in the identification of minor issues and disagreements as they arise, and so will help prevent them escalating. Peer buddies are aware at all times of the limitations of their roles and are taught to always consult their teachers and refer serious issues to adults;
- An Anti-Bullying Week is held annually at the end of January in each school year. All classes participate in lessons which focus on skills to help pupils identify, handle and

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

prevent bullying behaviour in our school. These include strategies to help solve conflict peacefully, handle bullying situations and encourage kindness.

- Issues such as Bullying, Racism, Substance Use, Internet Safety, Cyber Bullying, Road Safety and Healthy Eating are discussed with the pupils in formal classes and/or with guest speakers in the senior classes.

Policy Content

Atmosphere of Learning

St. Clare's Convent Primary School aims to promote and develop high standards of behaviour among all pupils thus creating an orderly atmosphere for learning in the school. We encourage self-discipline and co-operation in learning. All pupils and members of the school community are requested to move quietly around the school in an orderly manner walking on the right hand side of the corridors. Pupils should listen to messages and instructions at morning assembly or on the intercom and do as required so as to assist the smooth running of the school in the best interests of all.

CLASSROOM RULES

- Be polite and respect the teacher and fellow pupils in the class.
- Raise your hand and wait your turn to speak.
- Listen to what other pupils have to say.
- When asked to do something, do it properly.
- Obtain permission to leave seat and/or to have a drink.
- Do your best at all times and work hard.
- Be helpful to other pupils in the class.
- Let other pupils work without interruption or distraction.
- Be punctual bringing the correct books and materials.
- Use the bins provided.
- Use the toilets properly.
- On wet days pupils must remain in their own seat at break times.
- Respect personal space of all staff members and pupils.
- Pupils must hang their closed school bag on the back of their chair.
- Remain seated and quiet in the event of the teacher having to talk to a visitor to the classroom – i.e. resource teacher, Principal, Inspector etc.

PLAYGROUND RULES

At break time walk in silence from the classroom to the playground in single file under the direction of the teacher.

- Pupils walk to their designated play area with their teacher along the allocated route.
- Pupils must leave all personal belongings in the classroom except for the skipping ropes.
- Pupils must remain within the designated play area which is allocated by the Principal in consultation with the teaching staff at the commencement of the school year and at other times when considered necessary.
- Respect personal space.
- Physical contact, such as pushing, kicking, spitting, horse play and all forms of rough play is not permitted.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- Name calling and bad language are not allowed.
- Charging in groups is forbidden.
- Food and drink is not permitted in the playground.
- Obey the bells and teachers on duty.
- Permission to leave the playground must be obtained from the teacher on playground duty.

RULES FOR CLASS LINE

- Freeze when the bell goes.
- Walk in single file to the class line when requested by the teacher on duty.
- Line up according to classroom numbers.
- Stand quietly in the class line.
- No pupil is permitted to leave the line.
- At all times wait in the class line until called by the teacher to enter the school building.
- Pupils line up in the designated order as assigned by the class teacher.

GENERAL SCHOOL RULES

- Walk at all times on the left hand side of the corridors and in the school building and use correct entrances and exits.
- Obey instructions from any member of the school staff.
- Treat your property, school property and that of other pupils with care.
- Always tell the truth and accept responsibility for your actions.
- Personal remarks, i.e. remarks about another pupils family, their personal habits, their clothes, belongings and appearance can be hurtful and therefore have no place in our school.
- Pupils are not permitted to throw food in any bin; unfinished or uneaten food must be taken home.
- Permission to leave the classroom must be obtained from the teacher.
- Behaviour of pupils during liturgies, formal events, extra-curricular activities, educational trips, concerts, presentations and other school linked events must be appropriate to the occasion.
- Always make sure that other pupils are not left out during playground or classroom activities.
- Confide in your teacher if you are unhappy or unwell.
- Pupils wear the school uniform.
- For hygiene purposes long hair is tied back or plaited. For safety, health and hygiene reasons hair gel must not be worn.
- The wearing of jewellery and accessories is not permitted.
- Runners, school T-shirt and school tracksuit are required for P.E. Pupils wear the school tracksuit to school on P.E. day.
- Pupils must wear appropriate footwear for P.E. (i.e. runners).
- Coats/jackets, high visibility jackets should be named properly and must be hung properly on the coat hooks provided outside each classroom.
- All items of clothing, uniform, tracksuits, books and personal belongings must have the pupil's full name clearly displayed.
- Pupils are not allowed to enter the classroom during break time.
- Pupils should greet teachers and visitors and should be well-mannered at all times.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- Pupils should stand back for staff or visitors.
- If a pupil has to leave the school early he/she must be accompanied by a parent or an adult appointee of the parent by prior arrangement with the school principal, otherwise permission cannot be given.
- Pupils eat nourishing food for lunch. Sweets, crisps, chewing gum energy drinks and fizzy drinks are not permitted.
- Chewing gum, glass bottles, correction fluids, other solvents, matches, cigarettes, knives or other sharp objects, pellets, pellet guns, alcohol or illegal drugs are not permitted.
- The use of mobile phones and electronic games/gadgets is forbidden by pupils on the school premises, educational trips, outings, excursions and any other school related activity. For avoidance of doubt the school premises includes the school grounds.
- Children keep their books and lunches separately.
- School bags must have two shoulder straps.
- Children act in a safe manner at all times.

Possible Misbehaviour

The following are examples of types of behaviour which pupils may be reprimanded for.

- ✓ Not carrying out or completing assigned work in school or at home without a good reason.
- ✓ Ignoring the teacher's instructions.
- ✓ Answering back or challenging a teacher.
- ✓ Distracting other pupils or constant talking.
- ✓ Displaying a negative attitude to others in the school.
- ✓ Consistent late arrival at school.
- ✓ Interfering with or adjusting the heating thermostats in classrooms.
- ✓ Deliberately activating fire alarm.
- ✓ Damaging toilet cisterns and or/handbasins deliberately.
- ✓ Damaging coat hooks deliberately.
- ✓ Vandalism or theft of other pupils' or school property.
- ✓ Writing and passing notes.
- ✓ Writing on school uniform or items of clothing.
- ✓ Writing graffiti.
- ✓ Use of bad or obscene language or gestures.
- ✓ Using text messages as form of bullying.
- ✓ Use of mobile phone.
- ✓ Assault or verbal abuse or another pupil or member of staff.
- ✓ Bullying threats, or intimidation.
- ✓ Engaging in dangerous games, rough play or boisterous behaviour e.g. fighting, kicking, spitting, biting etc.
- ✓ Leaving the classroom, playground, school building and or/grounds without permission.
- ✓ Being dishonest or lying.
- ✓ Unruliness on the corridor and/or along the pedestrian path.
- ✓ Defiant behaviour.
- ✓ Being disrespectful and rude to staff and/or other pupils.
- ✓ Damage of school equipment and or pupil's property/belongings.
- ✓ Bringing weapons or dangerous substances to school.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- ✓ Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate.
- ✓ Persistent infringement of any school rule.
- ✓ Any other behaviour not listed, which the staff, the Principal and the Board of Management, deem to be a serious misdemeanour.

Gross Misbehaviour

- ✓ Persistent incidents of serious misbehavior will be classified as gross misbehavior;
- ✓ Aggressive, threatening, or violent behaviour towards a teacher, staff member and/or pupil;
- ✓ Use of threatening language towards teachers or others;
- ✓ Any act of wilful violence towards other pupils, teachers, ancillary staff or special visitors;
- ✓ Stealing;
- ✓ Possession/supply or use of alcohol, cigarettes, illegal drugs and or/other harmful substances;
- ✓ Bullying;
- ✓ Wilful damage or attempted wilful damage of school property, property of teachers, ancillary staff, other pupils or special visitors;
- ✓ Leaving the school grounds during school hours without permission of the Principal and notification from parent(s)/guardian(s);
- ✓ The use of obscene, offensive or abusive language in word or writing or towards any person through verbal or written comment to include the use of electronic media (NB: this applies at home and in school) (internet, mobile phone and social media);
- ✓ Discriminatory or prejudicial activities or actions towards another person or group based on gender, religion, disability or ethnicity.

Playground

- The school playground is always supervised and monitored during break times. The teachers on duty will deal with problems that arise during play.
- If a pupil misbehaves he/she will be to stand by wall for 5 minutes and or/the remainder of the playtime. This can happen for interfering in other pupils' games, rough play, going outside the designated play area, etc. This area is where the pupil can stand away from the play area and continue to be in the line of supervision of the teachers on duty.
- For more serious misbehavior such as name calling or fighting, a pupil's name is entered in the Playground Diary and a sanction imposed as appropriate.
- If a pupil's name is entered in the Playground Diary more than once in a week, the Principal will be informed who will address the misbehaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. **(Anti Bullying Policy)**

School Rules and Students with Special Educational Needs

- Class teachers and specialist personnel such as the Learning Support Teacher, Resource Teacher and Special Needs Assistant should check that standards and rules are

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

communicated in a way that students with Special Educational Needs (SEN) can understand.

- Class Teacher, Resource Teacher and if applicable SNA check for this understanding from time to time, especially where a student with Special Educational Needs (SEN) is acting in a way that would usually be seen as being in breach of the school rules.
- For some students, visual prompts or pictures may be needed. Some students may need opportunities to practise observing the rules, with feedback on their progress.
- Sanctions may be needed to help a student with Special Educational Needs (SEN) to learn about appropriate behaviour and skills, as in the case of any student.
- However, teachers should take particular care to help the student with Special Educational Needs (SEN) to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable.
- The school and classroom practices that support good learning behaviour are valid for all students, **including those with identified special educational needs.**

Educational Trips/Outings

The highest standard of behaviour is necessary on all school outings and/or educational trips because of the increased risk to the safety of the pupils, and to achieve the purpose of the trip and/or outing. In individual cases where the class teacher, in consultation with the Principal, cannot be satisfied that such behaviour will be forthcoming on an educational trip or outing with a particular pupil, the pupil will not be allowed on the educational trip or outing. Particular significance will be attached to the behaviour displayed on previous educational trips or outings.

REWARDS

Encouraging high standards of behaviour among pupils and creating an orderly atmosphere for learning in the school will involve the use of praise and rewards for good behaviour and result in sound relationships among teachers, SNAs and pupils leading to effective teaching and learning. All pupils are praised and encouraged to work well, to be spontaneous, creative and to develop their gifts. The general practice of classroom management involves many rewards being given to pupils on a daily basis. Pupils who are behaving well, who are contributing constructively to the life of the school, and whose work is good or is showing signs of improvement will be acknowledged and rewarded as appropriate.

We praise and reward pupils for good behaviour in a variety of ways which include the following:

- Verbal acknowledgement; teachers congratulate pupils;
- Written remarks about good work, stickers, etc;
- Pupils are sent to the Principal/Deputy Principal or another class for praise;
- Class points, stars, commendations are given to pupils in recognition of outstanding work, behaviour, manners, etc.;
- Opportunity to do jobs;
- Teachers put positive comment in the pupil's diary to inform parents;
- Merit certificates are awarded to pupils either for consistent good work or behaviour, or to acknowledge an outstanding effort or acts of kindness. These certificates are presented during Friday afternoon assembly;
- Public acknowledgement by the Principal at morning assembly; and
- Presentation of prizes at the End of Year prize giving ceremony.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

SANCTIONS

The school acknowledges all the efforts and achievements of pupils both in and out of school. To discourage misbehavior it is sometimes necessary to use sanctions. Sanctions are a valuable and effective means of helping pupils to reach a high level of self-discipline. They teach the pupil that his/her actions have consequences and that when he/she behaves in an unacceptable way he/she must accept responsibility for his/her own behaviour by accepting the consequences. The sanction should always be appropriate to the misbehavior; it should positively encourage the pupil to reflect on the behaviour and improve. Sanctions should relate as closely as possible to the behaviour.

In seeking to address the inappropriate behaviour of any pupil, a teacher may use a variety of sanctions based on the age of the child and the seriousness and frequency of the misbehaviour. They are listed in order of severity with one being for a minor misbehavior and twelve and thirteen being for a serious or gross misbehavior.

1. Gestured warning –look/whisper, followed by 'take-up time'- this is where the child is given the chance to return to appropriate behaviour.
2. Calmly inform the pupil of the school rule he/she is in breach of, followed by a firm instruction for the pupil to desist from the inappropriate behaviour and return to appropriate behaviour. The teacher walks away calmly and allows take-up time.
3. Informing the pupil that persistence in the inappropriate behaviour will result in a sanction. A brief instruction on what he/she must now do to avoid the sanction. The teacher then allows a brief take-up time.
4. Sanction to be employed: Temporary separation from peers within the classroom and or/temporary removal to another classroom.
5. Carrying out a useful task within the school; additional homework or written assignment; written account describing the misbehaviour and/or the school rule broken. To be signed by parent/guardian.
6. Complete any unfinished work due to misbehaviour during detention and/or at home.
7. Pupil walks with teacher on duty during break time.
8. Withdrawal of privileges.
9. Referral to the Principal.
10. Communication with parents/guardians
 - Note in the pupil's diary to be signed by parent/guardian
 - Letter to parent/guardian
 - Formal meeting with parents/guardian, where deemed necessary.
11. Detention at one of the break times with notice to parents.
 - ✓ **Detention Period:** Tuesday 10.45 – 11.00
 - Wednesday 12.40 – 1.00
12. Suspension
13. Exclusion

The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of himself/herself or that of others, the class teacher will cease the activity/lesson and prohibit the pupil from taking part.

Teachers must keep a written record of all instances of serious misbehaviour. For this purpose a mid-year diary and incident sheets have been issued to each teacher. The

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

Playground Diary is used by teacher(s) on duty to record any incident during break time. Parents and pupils will be informed when instances of serious misbehaviour are being recorded.

Disciplinary procedures for serious misbehaviour

- ✓ Pupil's name recorded – nature of the incident is recorded on the incident sheet and or/playground diary.
- ✓ Report is given to the teacher if the incident occurs in playground.
- ✓ Principal is informed.
- ✓ Sanction is given to pupil.

If misbehaviour continues, parents will be requested to come to the school to discuss their child's behaviour with the class teacher and Principal.

Parents will be called-

- when inappropriate behaviour is repeated
- when behaviour is out of the ordinary or unusual
- when the pupil or other pupils are at risk
- when staff are at risk or threatened
- when the teacher is unable to reason with the pupil

SUSPENSION

Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents will be utilized. Parents will be informed at an early stage and behaviour intervention strategies will be implemented.

Communication with parents will be verbal or by letter, depending on the circumstances. The parents concerned will be invited to come to the school to discuss the child's case with a view to preventing a repetition of the misbehavior.

PROCEDURE IN RESPECT OF SUSPENSION

The Board of Management acknowledges it has a duty to follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious misbehavior that could warrant suspension the Board of Management will initiate a formal investigation of the matter. Due regard will be given to records of previous misbehaviour, if any, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Any procedure, which may lead to suspension, will be in accordance with the terms specified in the Education (Welfare) Act 2000.

The following procedures will be observed:

- A written letter containing the following information will issue to the 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 5 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.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

The Board of Management of St. Clare's Convent Primary School 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 investigation procedure, nor 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 from the decision making process.
- Where a decision to suspend has been made the Chairperson of the Board of Management 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 dates on which the suspension will begin and end; **(maximum number of days 3 in any one period)**
- The reason 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).

Where appropriate, this letter may also include some or all of the following:

- Expectations of the pupil while on suspension;
- Reference to the importance of parental assistance in resolving the matter causing the suspension;
- A statement that the pupil is under the care and responsibility of the parents/guardians while suspended;
- Information of the appeal rights and procedures regarding the suspension where the suspension would bring the number of days for which the pupil has been suspended in the current school year to **20 days or more; (see section on Suspension Removal & Appeals)**
- Requirements to be met for the pupil's return to school.

Suspension Removal

An appeal of a suspension decision may also be made under Section 29 Education Act 1998 where a pupil has been suspended for 20 days or more in any school year. Information regarding the right of appeal will be provided with the formal notification of the suspension, if applicable.

Beyond success in such appeals, a suspension may be rescinded in the following circumstances:

- New circumstances come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
- Other mitigating factors consistent with the application of the Principles of Natural Justice.

Suspension Completed

Upon completion of a suspension, the following procedures may apply for the formal re-introduction of the pupil into the school -

- Parents may be requested to attend with the pupil upon his/her return to school;
- An opportunity will be provided for the pupil to talk to one of the Resource Teachers;

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- A written or verbal apology may be required for the pupil for his/her misbehaviour;
- The pupil may be required to enter into a contract of good behaviour or other conditions that may be specified before returning to school.

When suspension is completed the pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behavior and the sanction has been completed the same behaviour is expected of this pupil as of all other pupils.

RECORDS AND REPORTS

Formal written records will 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;

EXPULSION

Expulsion of a pupil will only be considered in the most extreme cases of unacceptable behaviour and/or only after all other sanctions, including intervention strategies have been exhausted. Expulsion of a pupil from the school is a function of the Board of Management. Given the severity of the potential sanction, the Board of Management, in accordance with the principles of Natural Justice, will investigate extreme indiscipline cases thoroughly in advance of any hearing that could result in an exclusion of a pupil.

In general, there are two sets of circumstances in which exclusion may be considered to be appropriate by the Board of Management.

- Cases where the in-discipline of a pupil is so pervasive that teaching and learning becomes extremely difficult or impossible. Such cases include but are not limited to:
 - ✓ The pupil being so disruptive that he/she is seriously preventing other pupils from learning;
 - ✓ The pupil being uncontrollable and not amenable to any form of school discipline or authority;
 - ✓ The pupil being a danger to himself/herself or others;
 - ✓ The pupil's conduct acting as a source of serious bad example and having an adverse influence on other pupils in the school; and
 - ✓ Parents/guardians being unable or refusing to exercise their responsibility for the pupil.
- First time offence of a very serious nature. Such cases include but are not limited to:
 - ✓ Serious assault;
 - ✓ Cyber-bullying;
 - ✓ Serious burglary or theft;
 - ✓ Causing major damage to school property;
 - ✓ Gross insubordination to the Principal and/or other staff members;
 - ✓ Brandishing of an offence weapon; and
 - ✓ Arriving in school under the influence of alcohol or drugs.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

In the interest of ensuring a fair and even-handed system for the imposition of an exclusion of a pupil, the Board of Management will, among other things, take account of the following factors in determining an exclusion of a pupil.

- ✓ The age and state of health of the pupil;
- ✓ The pupil's previous record of behaviour in the school;
- ✓ Any mitigating circumstances unique to the pupil that might reasonably be taken into account in connection with the behaviour leading to suspension;
- ✓ The degree to which parental, peer, or other pressure might have contributed to the behaviour;
- ✓ The severity of the behaviour, its frequency, and the likelihood of recurrence;
- ✓ The extent to which the behaviour impaired or will impair the normal functioning of the pupil and others in the school community;
- ✓ The degree to which the behaviour was a breach of the Code of Behaviour;
- ✓ Whether the incident leading to the suspension was the result of the pupil acting alone or part of a group;
- ✓ The degree to which the pupil recognizes and accepts that his/her behaviour was unacceptable and is prepared to exhibit genuine contrition.

PROCEDURE IN RESPECT OF EXPULSION

The Board of Management of St. Clare's Convent Primary School 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 organization or implementation of the investigation procedure, nor will such a person be involved in the decision making process.

The person(s) involved in the investigation will on presentation of a full report of the facts absent himself/herself from the decision making process.

The Board of Management acknowledges it has duty to follow fair procedures when proposing to expel a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the procedural steps will include:

- A detailed investigation will be carried out under the direction of the Principal or a nominee of the Board if required.
- As part of the investigation a written letter containing the following information will issue to the parent(s)/guardian(s)
 - ✓ Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion
 - ✓ An invitation to a meeting, to be scheduled no later than 5 days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.
- The Principal and or nominee of the Board will make a recommendation to the Board of Management.
- Where the Principal or nominee of the Board forms a view, based on the investigation of the alleged misbehaviour, the expulsion may be warranted, the Principal or nominee of the Board makes a recommendation to the Board of Management to consider expulsion. In this event the Chairperson of the Board, Sr. Mercedes Coen will:

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- Inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion;
- Ensure that the parent(s)/guardian(s) have records of:
 - The allegations against the pupil;
 - The investigation;
 - Written notice on the grounds on which the Board of Management is being asked to consider expulsion;
 - Provide the Board of Management with the same comprehensive records as are given to the parent(s)/guardian(s);
 - Notify the parent(s)/guardian(s) of the date of the hearing by the Board of Management and invite them to that hearing;
 - Advise the parent(s)/guardian(s) that they can make a written and oral submission to the Board of Management; and
 - Ensure that the parent(s)/guardian(s) have enough time to prepare for the hearing.

Consideration by the Board of Management of the Principal's or nominee recommendations and the holding of the hearing

If, having considered the Principal's or nominee's report the Board of Management decides to consider expelling a pupil, a hearing shall be scheduled.

- Notify the parent(s)/guardian(s) of the date, time and location of the hearing by the Board of Management and invite them to that hearing.
- Advise the parent(s)/guardian(s) of their right to make a written and oral submission to the Board of Management.
- Advise the parent(s)/guardian(s) that they may be accompanied at the hearing.

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

HEARING

In respect of the expulsion hearing the Board gives an undertaking that:

- the meeting will be properly conducted in accordance with Board procedures;
- the Principal or nominee of the Board and parent(s)/guardian(s) will present their case to the Board of Management in each other's presence;
- each party will be given the opportunity to directly question the evidence of the other party;
- the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose;
- the parent(s)/guardian(s) and Principal or nominee of the Board, are not present for the Board's deliberations.

BOARD OF MANAGEMENT DELIBERATIONS & ACTIONS

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board of Management shall:

- notify the Education Welfare Officer in writing by registered post of its opinion, and the reason for the opinion;
- not expel the pupil before the passage of 20 school days from the date on which the Education Welfare Officer receives this written notification;
- notify in writing the parent(s)/guardian(s) of their decision and inform them that Education Welfare Officer is being contacted;

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- be represented at the consultation to be organised by the Education Welfare Officer;
- 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.

CONFIRMATION OF THE DECISION TO EXPEL

Where the 20 day period following notification to the Education Welfare Officer has elapsed and where the Board of Management remains of the view that the pupil should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) shall 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 & Skills under Section 29 of the Education Act 1998 and will be provided with the information of the submission of such an appeal.

A formal record will be made of the decision to expel.

APPEALS

- Under Section 29 Education Act 1998 parents are entitled to appeal to the Secretary General of DES against decisions of the Board of Management including permanent exclusion from school and/or suspension for a period which would bring the cumulative period of suspension to 20 days or longer in any one school year. Accordingly, the Board of Management will advise parents of this right of appeal and associated timeframe.
- Permanent exclusion may be appealed by a parent/guardian or by the NEWB. Any such appeal must be lodged within 42 calendar days of the decision of the Board of Management.

Staff Development

- Whenever opportunities arise, up-skilling of staff will be facilitated and teachers will be encouraged to attend courses and training on Behaviour Management. These skills will then be shared with other staff.
- New programmes and innovations will be welcomed and shared with the staff and individual teachers' own personal pursuit of training will be encouraged and their skills appreciated and utilised.
- Opportunities will be provided to discuss matters of staff development at staff meetings and informally.

Parental Involvement

- The school works collaboratively with parents, ensuring that pupils receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- All parents will have access to the school's Code of Behaviour as it will be printed in the pupil's diary a copy furnished to each family at the beginning of the academic year and pdf version available to download on www.stclares.ie. Copies are available on request from the school secretary at any time.
- Any new information or amendments to the Code of Behaviour will be circulated to parents by letter.

Keeping Records

In line with the school's policy on record keeping and data protection legislation the following records are kept in relation to pupils' behaviour.

Class level

- Each teacher is provided with an academic diary annually in which records of minor incidents are recorded.
- Class teachers record serious incidents on the standard Incident Sheet. These are filed in the pupil's file.
- Mid-Year Progress reports (3rd – 6th classes) and End of Year reports include a reference to behaviour. There is a consistent understanding among staff of what constitutes excellent – poor behaviour.
- Parents are kept up to date during the year regarding behaviour issues.

Playground

- The teacher on duty who witnessed the incident or who investigated the misbehaviour makes the record in the playground diary provided. The class teacher is informed at the end of the break time. If the misbehaviour is of a serious nature an Incident Sheet is completed by the teacher on duty and filed in the pupil's file. The Principal is briefed by the teacher on duty.
- There is consistency in the application and interpretation of the rules by all teachers.

School records

- Serious incidents are recorded factually on the standard Incident Sheet provided. The Principal ensures that the record is placed on the pupil's file.
- The Principal, members of the Senior Management Team, parents/guardians of the pupil and the class teacher will have access to the pupil's file.
- The teacher's individual diary and playground diary are collected at the end of each school year and stored in the safe, which is locked at all times and alarmed outside school hours.

Procedures for notification of pupil absences from school

- Parents/guardians are required to let the school know if their child is absent and the reason why. It is school policy that reasons must be given in **writing**. If a child is absent from school, a note should be forwarded to the class teacher, following the child's return to school, outlining the reason for the absence.
- If a pupil who has been marked present leaves the school before the conclusion of the school day, his/her attendance may be cancelled unless he/she has a dental/doctor/clinic appointment. Appointment cards for dentist or other must be submitted so a copy can be retained by the school. In the interest of safety, pupils to be collected for appointments must have a note from parents or guardians stating who will be collecting

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

the child. The parent or person nominated to collect the child must report to the Principal/Deputy Principal/Secretary where the child is signed out on Aladdin.

- The school shall notify the National Educational Welfare Board if a child is absent for 20 days or more or where the absence gives rise to concern.
- If a child is sick or is absent for other good reasons, no action will be taken by the National Education Welfare Board. However, if there is concern about a child's attendance at school or about the reasons given, parents or guardians may be visited by an Educational Welfare Officer who will discuss the child's education. The Officer will work with the parents/guardians and take full account of the circumstances of the child and the family before deciding what further action is necessary to ensure that the child receives his/her entitlement to an education.
- The Principal and or/Deputy Principal are informed by the class teachers of non-attendees or frequent absentees.
- The class teachers complete the monthly attendance record, which is collected by the principal and details are submitted to the National Education Welfare Board at the five reporting times during the year.
- Absences are monitored and where a pattern or significant number of absences exists, the Principal shall contact the parents by letter and/or the Education Welfare Officer.
- The calendar for the school year is communicated to parents, printed in the Pupil's Diary and also posted on the school website.
- Punctuality is required at all times. Late arrivals are recorded on Aladdin and on annual report cards.

Reference to other Policies

The following policies have a bearing on our Code of Behaviour and should be referred in reading this policy.

- Anti-Bullying Policy
- Attendance Policy
- Bus Safety Policy
- Child Safeguarding Statement
- Data Protection Policy
- Enrolment Policy
- Educational Trips Policy
- Healthy Eating Policy
- Heelys & Rollerblades Policy
- Homework Policy
- ICT Acceptable Use Policy
- Mobile Phone Policy
- Record Keeping Policy
- Safety, Health and Welfare Statement
- Road Safety Policy
- Sports Code of Conduct
- SPHE Policy
- Substance Use Policy
- Supervision Policy
- Swimming Policy
- Technology Usage Policy
- Uniform Policy

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

Roles and Responsibilities

Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that his/her class behaves in a responsible manner during lesson times playtimes, access and egress from the school and on out of school activities.

- The class teacher discusses the school and class rules with his/her class at the beginning of each school year and further discussion at the commencement of each term and when deemed necessary.
- The class teachers in St. Clare's have high expectations of the pupils in terms of their behaviour, and they strive to ensure that all pupils work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom rules consistently.
- The class teacher treats all pupils in his/her class with respect and understanding.
- If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents himself/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Resource Teachers, Deputy Principal and/or the Principal Mrs. Spring.
- The class teacher reports to parents about the progress of each pupil in his/her class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil. The Principal will be informed of such contact being made.
- The class teacher liaises with the SEN co-ordinator Ms. Moran, the Principal Mrs. Spring, the SENO Mr. David Lonergan, the NEPS psychologist and external agencies, as necessary, to support and guide the progress of the each pupil. The class teacher may, for example discuss the needs of a pupil with National Educational Psychological Services or Special Educational Support Services.

The Role of the Principal

- It is the responsibility of the Principal under the Education (Welfare) Act 2000 to implement the Code of Behaviour consistently throughout the school and to report to the Board of Management, on the effectiveness of the policy. She also makes recommendations to the Board of Management for further improvements.
- It is also the responsibility of the Principal to ensure the health, safety and welfare of all pupils in the school.
- The Principal keeps records of all reported serious incidents of misbehaviour and communicates with parents if appropriate.
- The Principal records those incidents where a pupil is sent to her on account of bad behaviour.
- The Principal will ensure that serious offences are recorded on the pupil's file and the sanctions imposed.

The Role of other staff

St. Clare's Primary School acknowledges the contribution of our ancillary staff in the day to day running of the school. They too have a part to play in the successful implementation of our code of behaviour. In particular they have a responsibility to

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- report incidents of misbehaviour;
- examples of positive behaviour

The Role of the Pupil

- To attend school regularly and punctually.
- To listen to teachers and staff members and act on instructions and or advice.
- To show respect for all members of the school community.
- To respect all school property and the property of other pupils.
- To avoid behaving in any way which may endanger other pupils.
- To avoid nasty remarks, swearing and name calling.
- To include others in games and activities.
- To bring the correct materials and books to school.
- To follow school and class rules at all times.

The Role of Parents/Guardians

- To encourage their child/children to show respect to others.
- To ensure that their child/children attend regularly and punctually.
- To be interested in, support and encourage their child's/children's school work.
- To be familiar with the Code of Behaviour and support its implementation.
- To co-operate with teachers in instances where their child's behaviour is causing a difficulty for others.
- To communicate with the school in relation to any problem.
- To respect school property and encourage their child/children to do the same.
- To supervise their young child/children on school premises and/or at the school gate when collecting other pupils or visiting the school.
- To refrain from bringing family pets/dogs into the school grounds even if on a lead.
- To show courtesy towards staff and pupils at all times.
- To equip their child/children with appropriate school materials, a sufficient healthy lunch and full uniform.
- As the Board of Management is responsible for the Health & Safety of all staff and pupils, parents are requested not to approach or reprimand another person's child on the school premises.

Success Criteria

The success of this policy will be measured by:

- Teaching and learning will proceed unhindered by unacceptable behaviour.
- Observation of behaviour throughout the school.
- Decline in the number of pupils attending detention.
- Level of positive feedback from teachers, parents and pupils.

Implementation and Review

Every member of the school community has a role to play in the implementation of the Code of Behaviour. The revised policy will be reviewed within two school years keeping in mind changing legislation following consultation with staff, Parent Association Committee, and pupils. The Board of Management may, however, review this policy earlier than this, if Department of Education & Skills introduces new regulations, or if the Board of Management receives recommendations on how the policy might be improved. Any amendments will be

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

communicated in writing to all members of the school community outlining the rationale for the change.

Ratification and Communication

The Board of Management ratified this revised policy at its meeting on 8th October 2018. This policy was submitted to Archbishop Diarmuid Martin, Patron for approval. Copies of the policy will be circulated and communicated to all members of the staff, parents and guardians. A copy will be printed annually in the pupil's diary, Parent Handbook and Staff Handbook and will be available on the school website.

Signed: *Sr. Mercedes Loen*
Chairperson Board of Management

APPENDIX 1

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

ACCESS

- Vehicular access is **only** for staff cars and delivery vehicles at anytime in the school grounds.
- Pupil's wear high visibility jackets coming to and going home from school.
- Pupils and parents enter the grounds via the pedestrian gate.

AEROSOLS

Spray deodorants and perfumes are not permitted in school. The use of aerosol sprays can cause children with asthma to have difficulty breathing. Pupils having aerosol sprays or perfume during school, educational trips or excursions and or during extra curricular activities will have the item taken and the parents will be contacted.

ATTENDANCE

In accordance with the Education (Welfare) Act 2000, Section 23.2 a written note outlining the reason for a child's absence is required from a parent or guardian when a pupil returns to school after being absent. Under the Education (Welfare) Act 2000, the Board of Management is required to prepare and submit an annual attendance report to the National Education Welfare Board (NEWB). Under this legislation we are obliged to inform the NEWB of any pupil who have been absent for 20 days or more cummatively. Attendance and punctuality are recorded on the pupil's report.

Emergency contact numbers home/work/family/mobile must be available on school file. Please update regularly.

If a pupil who has been marked present leaves the school before the conclusion of the school day, his/her attendance may be cancelled unless he/she has a dental/doctor/clinic appointment. Appointment cards for the dentist and other must be submitted so a copy can be retained in the school. In the interest of safety, pupils to be collected for appointments must have a note from parents or guardians stating who will be collecting the child. The parent or person nominated to collect the child must report to the Principal/ Deputy Principal/Secretary and sign the child out in the 'Signing Out Record Book'. (**See Attendance Policy**)

BULLYING

Bullying is repeated aggression, either verbal, psychological or physical, conducted by an individual or groups against others. Isolated incidents of aggressive behaviour, which will not be condoned, cannot be described as bullying. However when the behaviour is systematic and ongoing, it is bullying. It may manifest itself in many forms. At the centre of our school's response to bullying is the continued development of a positive school climate which focuses on prevention. (**Refer to Anti Bullying Policy**)

CARE OF THE ENVIRONMENT

St. Clare's Primary School is a Green School having been awarded **8 Green Flags**. We all expect to work in a pleasant environment, free from litter, graffiti, disorder and damaged property. The whole school community shares a responsibility for maintaining an atmosphere conducive to learning. Food and drink may be consumed only in the class when the teacher permits.

Each pupil is responsible for keeping his/her area clean, neat and tidy at all times in accordance with classroom and general school practices.

COMMUNICATION WITH TEACHING STAFF

Parents are always welcome in the school to discuss any matter that concerns them regarding their own child's education. However, it is necessary to make appointments to see

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

teachers so that adequate arrangements can be made for supervision and meetings can be held where a degree of privacy can be offered. Where prior notice is given preparation can also be made for the meeting. Appointments can be arranged at a time that is mutually suitable by phoning the school secretary or putting a note in the pupil's diary. Parents shall not conduct a meeting at the school gate or on the avenue during arrival or dismissal time with the class teacher and or Principal. Such meetings must be scheduled and arranged for a mutually agreed time to both parent and teacher.

DRESS CODE

Pupils in St. Clare's are expected to be clean and tidy in dress and appearance and to wear the full and correct school uniform during school hours, at school functions, on outings and or at other times when directed by the Principal, Mrs. Spring. Parents must ensure that their child presents himself/herself in a neat and tidy manner each day. The uniform is very important for the image of the school and it enforces the pupil's association with the school. A high standard of personal appearance is expected of all pupils. Pupils should be in full school uniform from the commencement of the school year. **(See Uniform Policy)** Boys and girls wear flat, sensible dark coloured shoes to ensure mobility. Runners are allowed on P.E. days. Coats and other outdoor clothing may not be worn in the classroom. For hygiene purposes long hair is to be tied back or plaited. For safety, health and hygiene reasons hair gel must not be worn.

EDUCATIONAL TRIPS

School outings and trips are designed for educational, social and recreational benefit of the pupils. However, if individual pupils are deemed to be a risk to themselves or to other pupils, they can, in **exceptional circumstances**, be refused permission to participate. In such cases, alternative arrangements will be made for him/her in school. The Code of Behaviour applies to all educational trips and all school related activities. Pupils are responsible for all of their own personal belongings on any trips. **(Educational Trips Policy)**

GREETING CARDS

It is school policy that invitations to birthday parties, Christmas cards and other type of greeting cards are not distributed in the school premises or within the school grounds out of consideration for the non-receiver.

HEALTH AND SAFETY

In the interest of safety, cyclists must dismount on reaching the school gate and walk to the bicycle shelter where bicycles are stored. Cycling in the school grounds is prohibited either before or after school. Three bicycles shelters are provided for pupils who cycle to school; it is expected that cycle helmets will be worn and that bicycles are locked. Pupils who bring scooters must adhere to the above rule.

Following recommendations of a detailed risk assessment carried out in October 2005, vehicular access is prohibited to the school grounds. The gates will remain open for emergency and staff access. Parking is with permit only which is displayed on the dash of the car.

Pupils wear a high visibility vest coming to and going home from school and also on school trips and outings. This also applies to pupils who attend extra curricular activities and or after care.

In the interest of the Health and Safety of all our pupils, staff and parents gliding or rolling on **Heelys** or **Rollerblades** is forbidden by pupils on the school premises. A notice to the effect is posted on the notice boards in the school. The school premises include the school

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

building and the school grounds. Pupils are not allowed to have Heelys or Rollerblades on the school premises at any time. Pupils who breach any of the above rules will have their Heelys or Rollerblades confiscated. They will be stored in the office where they may be collected by a parent/guardian.

Pupils wishing to play hurling and or camogie **must wear a helmet** and appropriate clothing during training and matches.

HOMEWORK

Homework is considered an important element of the pupil's education.

All pupils in classes from 1st - 6th must have a pupil's diary. The school diary is an important part of the home and school communication; therefore care of the diary is essential. When homework has been completed each night the homework should be checked and the diary should be signed by a parent or guardian. Please check the diary regularly for communication from the teacher (**See Homework Policy**)

HYGIENE PROCEDURES

- Each child must have his/her own individual small face towel for hand-drying.
- The towel to be kept in a small zip-lock freezer bag.
- Zip-lock bags to be labelled with pupil's name.
- Pupils do not share hand-drying facilities with others.
- Each child to have his/her own supply of paper tissues.
- Teach your child to cover his/her mouth when sneezing and/or coughing.
- Each child to bring his/her own small bottle of water which can be re-filled.

INTERNET

Pupils are expected to use the computers and computer networks solely for educational purposes. Pupils must not tamper with or reconfigure any computer software or hardware. Under no circumstances can a pupil bring disks or CDs to school. (**ICT Acceptable Use Policy**)

LUNCH

In order that your child will concentrate in school fully, it is important that he/she has a nourishing lunch. Any of the following is suitable for your child's lunch:

- a sandwich – cut into bite size portions
- a piece of fruit – cut into manageable portions.
- a small yoghurt
- a drink either juice or water
- A piece of kitchen paper is required as a napkin.
- Your child can avail of a carton of milk, fruit, yoghurt drink and or a sandwich in school.
- If you give your child yoghurt please ensure that your child has his/her **own spoon**.
- Your child needs a lunch box, the lid of which he/she uses as a plate while eating.
- Sweets, crisps, fizzy drinks, flavoured milk, cereal bars, cakes and chewing gum are not permitted. (**See Healthy Eating Policy**)

MERIT AWARDS

The Merit Award System has been established to acknowledge and encourage hard work, commitment, enthusiasm, leadership qualities, sporting skills, full attendance, Spirit of St. Clare, Kindness, Consideration & Courtesy Award, handwriting award and any other laudable qualities. Encouragement is vital to success and achievement in life. At award ceremonies, pupils are awarded with certification.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

MOBILE PHONES AND ELECTRONIC GAMES

St. Clare's Convent Primary School Board of Management forbids the use of mobile phones by pupils on the school premises. A notice to the effect is posted on the notice boards in the school. Pupils are not allowed to have camera phones on the school premises at any time.

Pupils who have an ordinary mobile phone on the school premises must keep it in their school bag where it must remain switched off at all times until they leave the school premises. The school premises include the school building and the school grounds.

Pupils who breach any of the above rules will have their phones confiscated. The phone will be stored in the office where it may be collected by a parent/guardian. Texting shall follow the same rules as in relation to calls. Photos shall not be taken using camera phones either by members of staff, parents, or by visitors to the school.

If an urgent phone call needs to be made the Principal, Deputy Principal will be glad to help. Parents/guardians may leave a message for his/her child/children by telephoning the school during the school day leaving the message with the secretary.

Children are not allowed the use of electronic games/gadgets during school hours or school activities. Any pupil who brings an electronic game to school risks having it confiscated.

Should a pupil bring an electronic game/gadget to school the school is not responsible if it is stolen.

PUNCTUALITY

Punctuality is required at all times. School commences at **8.50 a.m.** with morning assembly for all pupils. Late arrivals cause disruption to the teachers and to other pupils. The Board of Management accepts responsibility for pupils on the school property from **8.20 a.m. until 2.45 p.m. daily.** A bell signals morning assembly. Lines and line-up should be orderly and disciplined. Line-up is according to classroom numbers. Lines enter the school at 8.35 a.m. under supervision of the Principal or in her absence the Deputy Principal or Assistant Principal in an orderly controlled manner. Pupils line up in the hall for Morning Prayer assembly which commences at 8.50 a.m. Each teacher escorts his/her class to the classroom from the hall after assembly. A pupil who is late for school and misses morning assembly must be signed in at the Office by Secretary, Principal, or senior member of staff in the 'Late Arrivals Book'. In order to develop independence and responsibility in the pupils, parents are requested not to escort pupils to the classroom, except for junior infants during the first few days of September. Children collected without prior arrangement after 2.30p.m. must have a parent/guardian sign the 'Late Collection Book'.

SCHOOL PROPERTY

All pupils are expected to respect the property of other pupils and of the school. No pupil may interfere in any way with the belongings of another pupil or of the school. Vandalism and or theft will not be tolerated. Pupils are expected to treat all resources/items with respect and to observe the regulations governing the borrowing of books and internet use. In the event of deliberate damage to school property, parents of those responsible will be expected to pay for the repair or replacement of same.

SECURITY

A security system operates on all entrance/exit doors to the school. Outside of assembly and dismissal times, entry to the school is via the main entrance **only.**

SUBSTANCE USE

(see Policy)

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

WET DAY ASSEMBLY

Pupils should assemble in the hall on wet days and should remain there under supervision of the Principal and/or Deputy Principal until morning assembly. Pupils are not permitted to leave the hall without permission from the teacher on duty.

APPENDIX 2

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

Intervention Strategies

The success of any intervention strategies depends greatly on the co-operation and goodwill of the pupil, the parents/guardians and all staff involved. Intervention strategies may vary depending on the needs of the pupil and the circumstances pertaining to each given situation. These strategies may include:

- **Referral for Psychological Assessment:** Permission will be sought from the parents for referral for psychological assessment with NEPS and/or the involvement of other bodies/personnel such as HSE, where necessary. Advice may also be sought from the Special Education Needs Organiser (SENO).
- **Classroom and Whole School Management:** The class teacher with the support of the resource teacher and the principal will carry out an environmental audit to help identify and analyse situations which act as antecedents to the pupil's problematic behaviour both in and outside the classroom, and their frequency. Strategies to help eliminate these antecedents will be put in place. These may include changing seating arrangement, establishing a time-out system, working with a peer, assigning responsibilities, increased supervision at certain times, keeping a behaviour contract, establishing incentives, etc. All staff will be advised, where necessary, of these strategies.
- **Individual Behaviour Plan:** Meetings where the pupil, class teacher, parents/guardians and, where applicable the resource teacher, draw up an Individual Behaviour Plan for the pupil, which will then be monitored and reviewed at agreed intervals. In certain instances the resource teacher will co-ordinate the IBP. The **IBP** will include
 - setting realistic behaviour targets for the pupil (his/her input is crucial)
 - outlining the strategies to be employed e.g. classroom management changes, psychological assessment, involvement of resource teacher, use of behaviour contract, etc.
 - establishing regular dates for liaising with parents/guardians
 - listing the parties involved and their roles and responsibilities
 - establishing a timeframe over which the IBP is to be implemented.
 - reviewing and evaluation progress.

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

- **Intervention with Resource Teacher:**

- Programme on Conflict Resolution and/or anger management
- Behaviour Management Programme – lessons on good relationships, good social skills, manners, rights and responsibilities.
- Opportunities provided for the pupil to discuss, evaluate and reflect on his/her behaviour and the consequences of that behaviour.
- Setting realistic goals and targets in the area of behaviour and work – and providing regular support on ways to achieve them.
- Participation in group work and activities to improve social skills.
- Drawing up Behaviour Contract in co-operation with pupil, class teacher and parents and using agreed incentives and/or Credit Slips in conjunction with this contract.
- Help with keeping the school rules.
- Therapeutic work to cater for the safe expression of feelings.
- Help with curriculum work.
- Participation in co-operative activities in a small group.
- Regular liaising with class teacher, parents and outside agencies where relevant to monitor and review progress of Individual Behaviour Plan.
- **SNA:** Application for an SNA if provision of same is sanctioned by the Special Education Needs Organiser (SENO).

PARENTAL DECLARATION

ST. CLARE'S PRIMARY SCHOOL CODE OF BEHAVIOUR

I / WE WILL:

- Ensure that my/our child attends school regularly and on time, and inform the school of any absences in writing.
- Support all the school's policies, especially regarding behaviour.
- Ensure that my/our child wears the correct school uniform and has PE kit on the day his/her class have PE.
- Attend Parent/Teacher meetings to discuss my/our child's progress.
- Support my/our child in homework and other opportunities for home learning.
- Raise any concerns or complaints with the school at the earliest opportunity and do so in an attitude of partnership and mutual co-operation for the benefit of my/our child.

Signed: _____

Dated: _____



PUPIL DAILY REPORT

Name: _____ **Date:** _____

We use this sheet to let you tell us in writing how your day went. No other pupil in your class will see this sheet. In fact, the only other people to see it will be your parents/guardians, your teacher and Mrs. Spring.

On it we would like you to tell us what went well today in class and during break times. If something is happening after school that you want to tell us about, this is the place to tell. We would like you to give each section of the day a mark out of ten.

Morning: How did the time before school go? What did you do?

Classes before break:

What went well?

What did not go so well?

Marks out of 10? _____

First Break:

What went well?

Whom did you play with?

What did not go so well?

Marks out of 10? _____

Classes after break:

What went well?

What did not go so well?

Lunch Break:

What went well?

Whom did you play with?

What did not go so well?

Marks out of 10? _____

Classes after break:

What went well?

What did not go so well?

Marks out of 10? _____

You can tell about going home tomorrow