

Code of Behaviour

St. Gabriel's School

Springfield Drive, Dooradoyle, Limerick

www.stgabrielsschool.ie

Roll No.	19603L
Designation	Non-denominational
Principal Teacher	Siobhán Murphy
Mission Statement	Our mission at St. Gabriel's School is to provide pupils with an education that is challenging and appropriate to their needs in a safe and caring environment.
Policy	Code of Behaviour
Date created	2015
Date reviewed	Reviewed Nov. 2017, March/April 2020
Approved by	
	Chairperson, Board of Management
Date for review	March 2022

Introductory Statement

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of St Gabriel's School has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school
2. The whole school approach in promoting positive behaviour
3. The measures that shall be taken when a pupil fails or refuses to observe those standards
4. The procedures to be followed before a pupil may be suspended or expelled from the school
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy
7. The procedures to be followed in relation to a child's absence from school

This Code was developed through a process of whole school consultation with reference to the National Education Welfare Guidelines for schools in Developing a Code of Behaviour (2008) and through reviewing the existing Code of Behaviour of St. Gabriel's School.

Relationship of Code of Behaviour to School Mission/Ethos Statement

Our Code of Behaviour relates to the mission statement of St. Gabriel's School in that we *provide our pupils with an education that is challenging and appropriate to their needs in a safe and caring environment.*

Aims/Goals of Policy

- To promote positive behaviour in our school
- To allow the school to function in an orderly and harmonious way
- To enhance the learning environment where pupils can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To understand that there are many different levels of behaviours and recognise the differences between pupils and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards for positive behaviour and sanctions are implemented in a fair and consistent manner recognising each pupil's individual needs.

Communication of the Code of Behaviour to Parent(s)/Guardian(s)

All Parent(s)/Guardian(s) can access the Code of Behaviour on our website. All new entrants will receive a copy on enrolment.

St. Gabriel's pupils will be required to follow the school's 'Code of Behaviour' and teachers will use their professional judgement in the application of the Code. The class teacher will deal with routine incidents of misbehaviour through classroom management strategies, thus minimizing the need for other interventions.

Teaching children with Special Educational Needs and helping them understand behaviour and its consequences will be incorporated into the school curriculum. Where necessary, Parents/Guardians will be kept informed of their child's behaviour on a regular basis and they may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour.

In some instances, outside agencies, (e.g. The National Educational Psychological Service, The National Council for Special Education and The Special Education Support Service, or clinical psychologists) may be involved in the devising of individual behavior management plans for specific cases to be implemented, in the school and supported at home.

ROLES AND RESPONSIBILITIES

Board of Management's Responsibilities

- To provide a comfortable, safe environment
- To support the Principal and staff in implementing the Code
- To ratify the Code of Behaviour

Principal's Responsibilities

- To promote a positive climate in the school
- To ensure that the Code of Behaviour is implemented in a fair and consistent manner
- To arrange for review of the Code, as required
- To support all staff in the implementation of the code.

Teachers' Responsibilities

- To promote a positive climate in the school
- To support and implement the school's Code of Behaviour
- To ensure a safe working environment for each pupil
- To recognise and affirm good work
- To prepare school work and correct work done by pupils
- To recognise and provide for individual talents and differences among pupils
- To be courteous, consistent and fair
- To keep opportunities for disruptive behaviour to a minimum
- To deal appropriately with misbehaviour
- To keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- To provide support for colleagues
- To communicate with parents when necessary and provide reports on matters of mutual concern

Special Needs Assistants' Responsibilities

- To promote a positive climate within the school
- To support the teaching staff in the implementation of the Code of Behaviour
- To report any incidents of unacceptable behaviour to the teacher/principal
- To undertake recommendations in Individual Behaviour Plans
- To be courteous, consistent and fair
- To record instances of serious misbehaviour or repeated insurances of misbehaviour

Other Staff

- To be familiar with the Code of Behaviour and support the school in the implementation of the Code of Behaviour

Pupils' Responsibilities

- To attend school regularly and punctually
- To listen to their teachers and act on instructions/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 would endanger others
- To avoid all nasty remarks, swearing and name-calling
- To include other pupils in games and activities
- To bring correct materials/books to school
- To follow school and class rules

Parents/Guardians' Responsibilities

- To encourage pupils to have a sense of respect for themselves school staff, peers and for property
- To ensure that their children attend regularly and punctually
- To be interested in, support and encourage their 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 difficulties for others

- To communicate with the school in relation to any problems which may affect their child's progress/behaviour

Promoting Positive Behaviour

Teachers and other school staff will use a range of strategies for promoting good behaviour in class and throughout the school. There will be consistency across the teaching team as to how best to promote good behaviour. The following will be promoted:

- Positive everyday interactions between teachers and pupils
- Good school and class routines
- Clear boundaries and rules for pupils
- Helping pupils themselves to recognise positive behaviour
- Recognising and giving positive feedback about behaviour
- Exploring with pupils how people should treat each other
- Involving pupils in the preparation of the school and classroom rules
- Creating a climate that encourages and reinforces good behaviour
- Creating a positive and safe environment for teaching and learning
- Encouraging pupils to take personal responsibility for their learning and their behaviour
- Helping our pupils to mature into responsible participating citizens
- Building positive working relationships of mutual respect and mutual support among pupils, staff and parents
- Ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood
- The use of visual and written aids that remind pupils of the expected behaviours
- Expectations will be promoted and implemented by the staff consistently and fairly
- That supervising staff link with class teacher regarding monitoring pupils behaviours

Strategies for Promoting Positive Behaviour throughout the School

- In Social Personal and Health Education (**SPHE**), Relationships Sexuality Education Programme (**R.S.E.**), Social Stories, Circle time and Stay Safe.
- Verbal praise, positive comments to parents
- Using rewards appropriate and meaningful
- Good school and class routines
- Clear expectations for students behaviour

- Consultation with students in agreeing classroom rules
- Expected behaviour will be communicated and referred to regularly
- Adults model behaviour that is expected from our pupils
- Feedback to our pupils about their behaviour
- The School Anti-Bullying Policy

The individual teachers will explain the Health and Safety implications of the Code of Behaviour and the social expectations in all school situations.

The aim of rewards will be that;

- They are meaningful to the individual student or group
- The student understands what the reward is given for
- They acknowledge behaviour that is valued and appropriate and are closely linked in time to the specific behaviour
- They are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors (for example, teenagers may prefer private acknowledgement to public praise)
- They are given for effort and not only for achievement
- They are used consistently by all staff
- They are used in an inclusive way. Rewards must not be used in a way that discriminate against any student or group of students, for example, students from a particular background, gender or ethnic group

School Rules – expected behaviour

Class teachers and subject teachers should check that expected behaviours are communicated in a way that pupils with special educational needs can understand. For some pupils, visual prompts or pictures may be needed. Some pupils may need opportunities to practise observing the rules, with feedback on their progress.

EXPECTED BEHAVIOUR IN CLASS

Pupils are expected:

- to behave in a respectful and courteous manner towards everybody in the classroom setting
- to bring particular items to and from school as agreed between parents and school staff e.g. folders, communication aids, text books, assignments etc
- not to bring personal items into school other than agreed between parents and staff e.g. toys, games
- to take directions from the teacher or an SNA working under the direction of the teacher
- to carry out tasks and duties in a timely manner
- to arrive at/leave the classroom at the appropriate time
- to carry out homework assignments
- to adhere to guidelines outlined in the school health and safety policy

- to exercise as much independence as possible taking their individual needs into consideration
- to comply with the Schools use of technological devices

EXPECTED BEHAVIOUR DURING BREAKS

Pupils are expected:

- To eat in an orderly manner
- Not to interfere with other students personal space
- To co-operate with staff at all times
- To be as independent as possible

EXPECTED BEHAVIOUR DURING RECREATION TIME

Pupils are expected:

- To include their peers
- To play fairly
- To respect personal space and co-operate with staff
- To respect their environment
- Not to leave the dining area without permission

EXPECTED BEHAVIOUR IN COMMUNAL AREAS

Pupils are expected -

- To travel through the communal areas of the school in a safe and orderly manner
- To co-operate with staff at all times

EXPECTED BEHAVIOUR ON SCHOOL OUTINGS

Pupils are expected:

- to comply with The Code of Behaviour on school based outings
- to stay with their group at all times
- to behave in a manner which does not endanger themselves or others
- to assemble in an orderly and safe fashion while on school trips and move at all times without pushing or shoving
- to obey any instructions given by staff members

UNACCEPTABLE BEHAVIOUR

All instances of unacceptable minor misbehaviour will be dealt with by the class teacher. In cases of serious misbehaviour or instances of gross misbehaviour, the principal will be informed. Parents will be

involved at an early stage and invited to meet the teacher and or the principal.

Sanctions may be needed to help pupils/students learn about appropriate behaviour and skills. Teachers will take particular care to help pupils with special educational needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable.

For some pupils, visual prompts or pictures may be needed.

- Any misbehaviour which happens outside the classroom must be reported to the teacher immediately
- The Teacher will inform Principal / Deputy Principal
- Parents/Guardians will be contacted by the Principal
- The incident will be recorded in Pupil Record Form
- Bullying will be dealt with according to the school Anti-Bullying Policy

There are three levels of unacceptable behaviour:

1. **Minor**
2. **Serious**
3. **Gross**

MINOR MISBEHAVIOUR

Examples of minor misbehaviour (This list is not exhaustive)

- Not adhering to class rules
- Interrupting class
- Leaving one's seat without permission
- Non-compliance with the direction of staff
- Not doing/completing homework
- Not respecting one's own or other's possessions
- Not respecting another person
- Not respecting school property/environment
- Not adhering to break-time rules

PROCEDURES / SANCTIONS

Teacher will implement the following: -

- Verbal correction in a calm manner using positive/appropriate language
- Clarification of the rule which has not been adhered to
- Model appropriate positive behaviour where relevant
- Appropriate loss of privileges

SERIOUS MISBEHAVIOUR

Examples of serious misbehaviour (this list is not exhaustive)

- Bullying
- Knowingly repeated incidences of minor misbehaviours
- Deliberate behaviour that is hurtful to others
- Deliberate, constant behaviour that interferes with teaching and learning
- Deliberate threats or physical hurt to another person
- Deliberate damage to property
- Theft

Procedure/Sanctions for dealing with serious misbehaviours include:

The teacher will implement the following: -

- Verbal correction in a calm manner using positive/appropriate language
- Clarification of the rule which has not been adhered to
- Model appropriate positive behaviour where relevant
- Appropriate loss of privileges
- Referral to principal
- Sanctions will be appropriate to the level of seriousness of the misbehaviour

GROSS MISBEHAVIOUR

Examples of gross misbehaviour (this list is not exhaustive)

- Repeated episodes of serious misbehaviour
- Deliberate physical attack on another person
- Deliberate and significant damage to school property
- Immodest or inappropriate behaviour
- Bring into school any article / item which would be a source of moral or physical harm
- Serious theft

Procedures / Sanctions for Dealing with Gross Misbehaviour

- As per serious misbehaviours
- Referral to Principal and Board of Management
- Possible suspension / expulsion
- Expulsion

General Strategies for Dealing with Unacceptable Behaviour

- Incidents of serious and gross misbehaviour will be investigated thoroughly
- Use of S.P.H.E., R.S.E., Stay Safe Programme, Walk Tall Programme
- The School Anti-bullying Policy
- Sanctions will be applied in a respectful manner with the emphasis on helping pupils' to understand the consequences of their behaviour and to take responsibility for the behaviour
- Sanctions will be proportionate to the nature and the seriousness of the behaviour
- Parents and pupils are made aware of the schools Code of Behaviour policy on enrolment into the school dealing with expectations for pupil/student and the role of parents in helping pupil to meet these standards
- Parents will be encouraged to share information about anything that might affect a pupils' behaviour in school by contacting teacher/principal

- Parent(s)/Guardian(s) will be alerted as early as possible regarding concerns about a pupils' behaviour, so that a consistent approach in the management of the behaviour is put in place
- Individual Education Planning and Parent-Teacher meetings will provide a further opportunity for addressing behaviour difficulties

Procedures for Suspension and Expulsion (as per Education Welfare Board)

Definition of Suspension:

'requiring the student to absent himself/herself from the school for a specified, limited period of school days'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The Board of Management of St. Gabriel's School, has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board, the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of St Gabriel's School, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- ☐ Physical assault/violence resulting in bodily harm to a pupil or member of staff
- or
- ☐ Physical violence resulting in serious damage to school property

In exceptional circumstances and with the approval of the Chairperson of the

Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- ☐ the duration of the suspension and the dates on which the suspension will begin and end
- ☐ the reasons for the suspension
- ☐ the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic

Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board

will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

□ the circumstances surrounding the suspension,

□ interventions to prevent a reoccurrence of such misconduct.

The Board of Management of St. Gabriel's School acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

Other Forms of Suspension

- Normally, other interventions will have been tried before suspension and the school staff will have reviewed the reasons why these have not worked. Suspension can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour. The decision to suspend a pupil will follow from serious/gross misbehaviour:
- The pupil's behaviour has had a seriously detrimental effect on the education of other students
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property
- Any behaviour judged to be a gross misdemeanour deserving of suspension

Procedures for Suspension

The Board of Management and Staff of St. Gabriel's School will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour (Chapters 10 - 12).

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when 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 (p73). Automatic suspension will apply in the event of a student engaging in gross misbehaviour (see above).

The Board of Management will also follow the factors to consider before suspending a student (p.72) and the factors to consider before proposing to expel a student (p82).

In relation to suspension,

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone.
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension.
- The Board of Management has delegated responsibility for suspension to the Principal in the event that immediate suspension of a pupil is warranted (Guidelines p73). The parents/guardians and child will be invited to discuss the matter with the Principal and the procedures governing suspension will be applied.

- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- A written statement of the terms and date of the termination of a suspension will be given to parents/guardians. A suspension will *not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective.* The letter will confirm;
 - the period of the suspension and the dates on which the suspension will begin and end
 - the reasons for the suspension
 - any programme of study to be followed
 - the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the code of behaviour)
 - the provision for an appeal to the Board of Management the right to appeal to the Secretary general of the Department of Education and Science (Education Act 1998 Section 29).
- The suspension will be recorded on the NEWB ‘*Student Absence Report Form*’ (when applicable).
- When a period of suspension ends, the pupil will be re-admitted formally to the class by the principal. The school will help the pupil catch up on work missed and the pupil will be given the opportunity and support for a fresh start.
- Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Principal and/or the chairperson of the Board of Management.
- If a pupil continues to misbehave s/he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil’s parents/guardians to address the issues.
- As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.
- The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively.
- Section 29 Appeal - when the total number of days for which the student has been suspended in the current school year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal.

PROCEDURES FOR EXPULSION – The procedures outlined on pages 83 – 86 of the guidelines will be followed (see steps 1-6 below):

- Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence - see p. 81. Automatic expulsion will apply in the event that (particular named offences)
- Step 1 - A detailed investigation carried out under the direction of the Principal
- Step 2 - A recommendation to the Board of Management
- Step 3 - Consideration by the Board of Management of the Principal’s recommendation; and the holding of a hearing
- Step 4 - Board of Management deliberations and actions following the hearing
- Step 5 - Consultations arranged by the Educational Welfare Officer

- Step 6 – Confirmation of the decision to expel
- A record will be kept in the school of all instances of serious misbehaviour by pupils.
- Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the Principal
- Other relevant school policies (eg. Health & Safety) will be referred to as appropriate.
- The school’s Anti Bullying Policy is attached to this policy.

Reference to other school policies

The school Health and Safety policy outlines many procedures that must be followed eg. fire drill, lining up, school trip safety, etc.

Procedures for notification of a pupil’s absence from school

1. A written excuse must be presented explaining absence from school for any number of days or part thereof.

Parents are asked to note mid-term breaks and end of term closures when planning family holidays. It is inadvisable for students to miss time out of school term due to holidays.

If a child is absent for 20 days the school is obliged to inform the NEWB. In the event of a child missing 15 days from school, parents will be informed of this in writing.

Implementing the code

It is the responsibility of all members of St Gabriel’s School community - pupils, staff and parents to implement the Code of Behaviour.