

Brannoxtown CNS

Code of Behaviour Policy

Brannoxtown Community National School (CNS) is a primary school under the Patronage of the Kildare and Wicklow Education and Training Board (KWETB). Brannoxtown CNS opened in September 2018 with a new Principal, Dr. Sarah FitzPatrick under the direction of the Single School Manager and KWETB Director of Schools, Dr. Rory O’ Toole. Brannoxtown CNS operates within the regulations laid down by the Department of Education and Skills (DES) and follows the Primary School Curriculum (DES, 1999) which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998). The Principal, the Director of Schools (and the Board of Management when established, will) fully subscribe to the principles of partnership, accountability, transparency, inclusion and respect for diversity, parental choice and equality, in developing and implementing all school policies.

1. Introduction

This policy outlines the Code of Behaviour in Brannoxtown CNS (BCNS). Section 23 of the Education Welfare Act (2000) requires the Board of Management to prepare and publish a Code of Behaviour for its children, parents and teachers which specifies:

- a. standards of behaviour
- b. measures taken when a child fails/refuses to observe standards
- c. suspension /expulsion procedures
- d. grounds for removing a suspension
- e. procedures in relation to a child’s absence

This Code of Behaviour for BCNS has been prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB, 2008) and in line with additional advice by Tusla, the Child and Family Agency. This Code of Behaviour was developed in August 2018 and is subject to regular review and amendment. Throughout this document, the Code is referred to as a Positive Behaviour Policy (PBP). The PBP approach overarches all BCNS policies relating to children’s behaviour.

Brannoxtown CNS - Ethos

CNS schools are faith/belief-friendly places where children are encouraged to express their family’s faith and beliefs and to share these with other children and teachers. The CNS commitment to celebrating and nurturing the beliefs of **all** children distinguishes CNSs from other multid denominational school models. The characteristic spirit of the Community National School Model is expressed in four cornerstones (The Patron’s Framework) which shape the culture and ethos of Brannoxtown CNS:

- **Excellence in education:** Our high-calibre teachers focus on excellence in developing the whole-child.
- **Equality-based education:** We challenge prejudice and discrimination and celebrate diversity.
- **Community-focused education:** Parents and community members experience strong partnerships with us.
- **Multidenominational education:** We respect all beliefs and opinions that are respectful of others.

At BCNS, the cornerstones of the Patron’s Framework (above) translate into:

- A caring learning environment which welcomes, respects, cherishes and facilitates each child to reach their full potential whatever their

background/nationality/faith.

- A community which prioritises children's learning in the 21st century with the support of staff, parents and community members.
- A school community which works in partnership toward the development of the whole community, in the best interest of children.

2. Code of Behaviour: Aims

- To promote the four cornerstones of the **Patron's Framework**.
- To create a **positive learning environment** to encourage and reinforce good behaviour.
- To foster in each child a positive sense of **responsibility and self-management**.
- To promote **self-esteem and positive relationships** among children and adults.
- To promote consideration and **respect for the rights of others**.
- To foster **caring attitudes to one another and to the environment**.
- To support each child to develop **positive and productive dispositions for learning**.
- To maximise each child's **learning and development**.
- To enable teachers to **teach without disruption**.
- To promote **understanding of the values underpinning the school's expectations**.
- To encourage and support **parents** to implement this policy.
- To ensure that rules, rewards and sanctions are implemented **fairly and consistently**.
- To ensure **transparency** in the implementation of this policy.

3. Code of Behaviour: Guidelines for Children's Behaviour

In line with the Education Welfare Act (2008, Section 23) the BCNS Code of Behaviour should specify the standards of behaviour expected of each child attending the school.

a. School Values

At Brannoxtown CNS, each child is expected and supported to uphold the following school values:

- **Ambition:** to work toward clear goals
- **Effort:** to strive to be the best that he/she can be
- **Respect:** to have high regard for him/herself and others
- **Teamwork:** to get along with others, to welcome and value their contribution.

b. School Standards

The school's standards describe what the school expects of children in terms of their commitment to their own learning and the learning of others. These standards are grounded in the school's values. They include:

- Regular and punctual **attendance**
- Taking **responsibility** for your actions
- Helping to create a positive, safe **environment**
- Participating in school **activities**.

Attending school each school day is expected by law unless excused by illness or injury, in accordance with our Attendance policy.

c. School Rules

The rules for BCNS are displayed throughout the school and are regularly discussed in class using child-friendly language as appropriate:

- Come to school
- Be respectful
- Do your best
- Work together
- Be safe and well.

Some behaviours are contradictory to this Code of Behaviour/Positive Behaviour Policy e.g., behaviour which:

- is hurtful (including bullying, harassment and discrimination)
- interferes with teaching and learning
- threatens or causes emotional or physical hurt to another person
- results in damage to property
- constitutes theft.

The school recognises that particular factors affecting children may sometimes need consideration and accommodation when implementing this Code of Behaviour i.e. cultural or SEN factors. Health and Safety concerns, in line with the BCNS Safety Statement, will also be taken into consideration.

4. Introducing the Code to Children and Parents

On enrolling their child(ren) at BCNS, each child's parent(s) will have access to the school's Code of Behaviour, in line with Section 23 (4) of the Education Act. Parents may be required to sign an agreement noting that the Code of Behaviour is acceptable to them and that they shall make all reasonable efforts to ensure compliance by their child(ren). A child friendly version of this agreement is also signed by children from Senior Infants to 6th class; Junior Infants are introduced to a pictorial version. Early in the school year, one week is designated to focus on Positive Behaviour. During this week, children learn about and discuss the key messages in this policy. As part of this week, one night's homework may involve both parent/guardian and child reading and discussing a summary of the Policy.

5. Promoting Positive Behaviour: Whole School Approach

At BCNS, we recognise that a positive school ethos is based on the quality of relationships, i.e., how children, staff and parents/guardians treat each other. This positive ethos permeates all interactions between and among children and adults and contributes to a strong sense of social cohesion within the school.

The Single School Manager/Board of Management, Principal, teachers, other school staff, parents and children all have responsibilities for promoting positive behaviour at BCNS. A whole-school approach requires the school to provide opportunities and support to enable all named groups to understand and meet these responsibilities. This means, that parents have opportunities to learn how their commitment to, and their relationship with the school can positively impact children's learning and behaviour. Children learn how their behaviour and learning, the learning of other children, and the wellbeing of staff, are linked together. A whole school approach to

behaviour at BCNS includes:

- A systematic process for planning and reviewing the Code
- An ethos, school policies and daily practices that are aligned with the Code
- A whole-school approach to curriculum and classroom management
- A teamwork approach to behaviour
- An inclusive and involved school community
- A Restorative Practice approach to resolving behaviour issues as they arise.

6. Modelling the Standards: Roles and Responsibilities

The adults in the BCNS school community have a responsibility to model the school's standards of behavior both in their interactions with children and with each other; their example is a model of good working relationships and a powerful source of learning for children. All adults need to be familiar with the school's standards and committed to supporting children to reach them.

a. All Adults

Roles

Whether in teaching, support and/or management roles, all adults within the school have a responsibility to share the Code with new staff and support them to implement it, to promote ongoing monitoring and review of the Code, to lead consultation with parents and the broader school community, and ultimately to encourage positive working relationships with parents as partners in their children's education.

Responsibilities

- Respect all members of the school community
- Ensure the Code and the positive behaviour which it promotes are connected with the school's SPHE programme and the Patron's programme (GMGY) in order to support children to:
 - build relationships with one another and with staff
 - develop communication skills
 - develop appropriate ways of interacting and behaving
 - encourage forgiveness
 - develop resilience,
 - promote conflict resolution skills, to foster self-esteem
 - to help children accommodate differences
 - develop citizenship.
- Use a range of activities to develop positive behaviour skills in children e.g. Circle Time, Toy Time, Golden Time, Assemblies, Golden Books, Workshops on relevant topics, Social Stories, Principal's Book, Social Skills Groups and discussions
- Develop knowledge and understanding in agreeing to and implementing the Code through daily decisions and specified events/work
- Encourage children to do their best by positively reinforcing positive behaviour and to take responsibility for their work
- Deal with difficulties in line with the school's Positive Behaviour Policy and Restorative Justice model
- Be cognisant of behavioural difficulties that arise from special educational needs of individuals.
- Use a range of strategies to work with children with behavioural difficulties e.g. IEP with behavioural targets, 1:1 support, team-approach, regular contact with parents, a supportive school community, an active and organised playground, modified reward systems for individual children, differentiated expectations.

- Agree behaviour targets and specific strategies if needed for individual children e.g. as part of an Individualised Education Plan
- Co-operate and communicate with parents through formal and informal meetings, workshops, written communication, information packs etc.
- Establish two-way communication between staff and parents to discuss incidental behavioural issues.
- Inform and support parents on difficulties as/when they arise.
- Ensure appropriate records are kept in line with the school's policies and teachers' professional judgement.
- Access and review on an ongoing basis relevant policies and available resources
- Bring professional expertise to Positive Behaviour Policy
- Attend in-service about behavioural issues
- Pursue individual staff development in this area, if appropriate
- Use a team-approach and discuss concerns /strategies during staff meetings
- Ask for support when necessary
- Alert principal of serious concerns or breaches to PBP
- Fulfil responsibilities within the specialised roles listed above, if appropriate
- Model Positive Behaviour with all members of the school community.
- Be an active listener.

All staff have a shared responsibility in operating the school's Positive Behaviour Policy. The next section specifies roles and responsibilities for Principals, **in addition** to those outlined in this section (for all adults).

b. Principal

Roles

- Manage staff
- Manage teaching and learning in-line with the school's PBP
- Liaise with parents including those of newly enrolled children
- Liaise with adults on placement/substitute work
- Liaise with Board of Management on serious breaches of PBP

Responsibilities

- Implement PBP on daily basis
- Timetable and manage specific events detailed in PBP e.g. new parents' meeting
- Encourage and facilitate parent/staff meetings and other communication
- Inform adults on placement/temporary staff aware of the BCNS Behaviour Policy
- Follow procedures for serious breaches of PBP
- Manage the Principal's Book
- Support staff and parents with issues on an individual/group basis
- Arrange inservice training when needed
- Encourage Positive Behaviour in children through daily reinforcement, assemblies, class projects etc.

c. Board of Management

Roles

- To manage the school in line with the PBP
- To ratify and review the policy on an annual basis ensuring staff, children, parents and Board of Management have a voice.

Responsibilities

- Support the principal in fair application of the PBP within the school
- Make decisions that are informed by and support PBP

- Support all staff in implementing the PBP e.g. provision of opportunities for staff development. more input for Restorative Justice model
- Ensure all parents are informed of and understand the PBP
- Develop versions that are appropriate for children to ensure they understand
- Respond to parents with concerns/challenges around the PBP
- Follow procedures to deal with serious breaches of behaviour

d. Parents' Association

Roles

- Communicate policy to parents through notice board
- Arrange training/support for parents, if appropriate

Responsibilities

- Manage a notice board with key statements from PBP that change regularly
- Liaise with the Board of Management on all actions
- Encourage all parents to understand the ethos/spirit of this policy

e. Parents/Guardians

Roles

All Parents/guardians have role within the school

- As parents/guardians of individual child(ren)

Some parents may have a specialised role

- As participants in Classroom Projects
- As members of subcommittees or working groups of the school
- As members of Parents Association
- As members of Board of Management

Responsibilities

- Read the summary document of this policy. Parents of newly enrolled Junior Infant children are provided with a copy.
- Sign a parent/school agreement that she/he has read the PBP
- Co-operate and communicate with staff through formal and informal meetings, workshops, written communication, information packs etc.
- Encourage their children to uphold the school's ethos and PBP.
- Respect all members of the school community.
- Understand and co-operate with the school's system of rewards and sanctions.
- Ensure their children attend school regularly and punctually.
- Encourage their children to do their best and to take responsibility for their work
- Help their children with homework and ensuring that it is completed.
- Ensure their children have the necessary books and resources for learning.
- Ask for support from the school when appropriate.
- Discuss specific PBP homework and agreements with children
- Agree behaviour targets and specific strategies e.g. as part of an Individualised Education Plan.
 - Share information that might affect a child's behaviour in school
 - Contact the class teacher if they have concerns.

f. Children

Roles

Children are involved in:

- Drafting class rules
- Reviewing class rules, sanctions, rewards to date
- Drafting a summary document for other children.

Children play a role in the ongoing implementation of the Code e.g.

- Drafting rules, rewards and sanctions for the classroom
- Taking part in assemblies
- Working on Student Council
- Buddy systems
- Peer mediation
- Involved in reviews through Student Council
- Discussing Rights and Responsibilities under Learn Together
- Individual children may be consulted as part of part of their Individualised Education Plan

Responsibilities

These are the standards which are expected of all children at Brannoxtown CNS:

- Come to School
- Be Respectful
- Do Your Best
- Work Together
- Be Safe

7. Encouraging the Standards: Classroom and School Practices

a. All Classrooms

In September:

- Teachers discuss 'High 5' Rules with the children in an age appropriate way.
- Teachers and children agree class rules using positive language and rewards.
- Teachers teach and give homework linked to the Positive Behaviour Policy.
- Classes participate in Positive Behaviour Week and associated activities.

Throughout the year, across classes, adults:

- Ensure that children understand behaviour standards.
- Clarify the classroom behaviour management system and boundaries.
- Support children to meet behaviour standards.
- Acknowledge, affirm and reward good behaviour.
- Use activities and methodologies to sustain pupil interest and motivation.
- Teach for wellbeing; use Golden Time and other rewards for good behaviour.
- Communicate positive behaviour to parents/guardians and other classes.
- Support children to be independent, capable, responsible learners.
- Provide opportunities for self-assessment to empower children as learners.

b. Across the School

In addition to the actions outlined above, across the school, adults:

- Provide a range of awards, e.g., Gaeilgeoir na Seachtaine.
- Recognise excellent attendance through regular certificate awards.
- Support children to form a School Council and host Class Meetings
- Support children to take-on recognised roles, etc., Green Team, etc.
- Promote positive behaviour through school processes and routines.
- Reinforce behaviour standards through written and visual signs throughout the school.

c. Breaktimes

- A schedule for yard-duty ensures children are supervised at all times.

- The transition from eating to playtime is organised and supervised.
- The transition from playtime to classrooms is organised and supervised.
- Playground Safety Tips are discussed with children and displayed.
- Activities and games are timetabled and communicated to all children.
- The playground is zoned for specific groups/activities, as needed.
- Playground Helpers encourage positive playground practices.
- Playground Helpers are responsible for equipment.
- Playground Helpers have regular meetings with the coordinating teacher.
- Children play 'rainy day games' in the classroom during wet days.
- Play buddies may help out in younger classes on a rota basis.
- Children ask to use designated toilets for playtime.
- Any concerns are discussed and resolved at staff meetings.

8. Responding to Behaviour: Positive and Negative

a. Responding to positive behaviour

The school's requirements regarding homework are outlined in the Homework Policy. Brannoxtown CNS places a greater emphasis on affirming positive behaviour than on sanctions. Systems for acknowledging positive behaviour:

- are meaningful
- reinforce and encourage behaviour that is valued and wanted
- include rewards for effort as well as achievement
- are inclusive and fairly applied
- encourage intrinsic motivation, promoting love of learning
- do not encourage unhelpful competition or become the goal of learning.

Rewards on a school, class, group or individual basis may include:

- ✓ Genuine praise
- ✓ Display of merit, e.g., Golden Book
- ✓ Sharing achievements with others
- ✓ Off-site trips
- ✓ Computer time
- ✓ Golden time
- ✓ Special responsibilities
- ✓ Leading the choice of new equipment/resources

b. Responding to inappropriate or negative behaviour

Inappropriate behaviour happens and can be disruptive. Serious misbehaviour can have damaging and long-lasting effects including disruption of the child's own learning and the learning of others. It can cause distress, anxiety or even pose a threat to the safety of children and teachers. The policy at BCNS is to intervene early and positively using the principles of Restorative Justice.

Strategies used in response to incidents of inappropriate behaviour are:

- Active listening to the child
- Using Restorative Justice; judging the behaviour rather than the child
- Providing opportunities for reflection on behaviour
- Clarifying BCNS behaviour standards and where the child fell-short
- Outlining a stepped consequence procedure
- Supporting the child to think about what needs to happen next.

All classes operate a stepped consequence behaviour plan, in an age-appropriate way, e.g., a traffic light system, with clear consequences which have been discussed

with each class. These consequences include:

- Putting-it-right, for example:
 - apologising verbally, in writing, in action
 - undertaking acts of kindness toward the offended child
 - carrying out a helpful task
- Giving a fresh-start each day
- Communicating the behaviour with parents/guardians
- Referring the child to another class teacher
- Implementing sanctions, for example:
 - losing privileges, e.g. Golden Time
 - taking a Time-Out: withdrawal from part lesson or peer group
 - completing missed work while children continue with the class schedule.
- Referring the child to the Principal
- Implementing suspension (within or outside school) and expulsion procedures (see below).

The purpose of the above actions is to bring about a change in behaviour by helping children (as appropriate to children's age/stage of development):

- to learn that their behaviour is inappropriate
- to recognise the effect of their actions and behaviour on others
- to understand that they have choices and that choices have consequences
- to learn to take responsibility for their behaviour.

Staff at BCNS use agreed sanctions and teachers know the level of sanction they are authorised to apply. All strategies should defuse and not escalate a situation, preserve the dignity of all parties and be applied in a fair, consistent, transparent and timely way.

Supervised time-out may be appropriate in order to continue the learning of other children, without undue disruption, to ensure the safety of all children and/or to help the child to reflect on the impact and consequences of their behaviour. Supervised time-out may be provided in response to negative behaviour such as physically hurting another child (intentionally), swearing and appearing unable to control language, and/or refusing to follow the instruction of a member of staff. At BCNS, consistently denying a child access to a particular part of the curriculum not considered appropriate as a sanction for negative behaviour. However, as noted earlier, children whose behaviour threatens the wellbeing of other children or the classgroup as a whole may not earn the entitlement to participate in class trips.

c. The staged process for persistent or serious inappropriate behaviour

The following process outlines the steps taken by BCNS to respond to persistent or more serious inappropriate behaviour:

- Teachers use a stepped consequence approach with warnings and/or advice.
- Class teachers are informed re implementation of the above.
- The Principal is informed without delay and records the incident(s).
- Parents/guardians are informed and are required to attend a meeting.
- The Principal may refer a case to the Board of Management.

Teachers are mindful of the sensitivities of parents when meeting to discuss their child's behaviour. The Principal may also be present at meetings and the child may be included at some stage of the meeting.

Children with Special Educational Needs

The school and classroom practices that support good learning behaviour are valid for all children, including those with identified Special Educational Needs (SEN). A behaviour modification plan may be needed to help a child with SEN to learn about appropriate behaviour and skills, as in the case of any child. Teachers take particular care that they help the child with SEN to understand clearly the reason why their behaviour is unacceptable and the purpose of any sanction.

Bullying

Bullying behaviour of any kind is unacceptable at BCNS. Teachers have a professional duty of care to address bullying; procedures in the Revised Anti-Bullying Policy 2013/2014 must be followed by all staff at all times.

Managing aggressive or violent misbehaviour

Parents and teachers work together to help the child to modify his/her behaviour and to work towards changing it. This will involve the Principal and other in-school supports. Children who display repeated emotional disturbance in school will be referred for psychological assessment with the consent of parent(s). Through the Special Educational Needs Officer (SENO), appropriate support is sought from services available e.g. Health Service Executive, National Educational Psychological Service. The Principal and Staff may facilitate teachers in sharing practice and support in the management of challenging behaviour, if required. Teachers are encouraged to participate in Continuing Professional Development (CPD) on managing challenging behaviour to ensure BCNS practices are informed by learning from research and practice in other schools. In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or to other children or staff, steps will be taken to distance the pupil from the immediate environment of other children and the Principal will be notified immediately.

9. Suspension or Expulsion: Procedures

According to the Education Welfare Act, 2000 (23 [2], c & d), a Code of Behaviour shall specify: the procedures to be followed before a child may be suspended or expelled from the school and... the grounds for removing a suspension.

a. Suspension

Parents should be informed of their right to come to the school, and should be invited to do so, to discuss the misbehaviour with the Principal Teacher and/or the class teacher, when the suspension of a pupil is being contemplated (Circular 20/90). The Principal shall inform the Education Welfare Officer, by notice in writing, when a child is suspended from a recognised school for a period of not less than 6 days (Education Welfare Act, 2000 Sections 21[4] a).

Following consultation with the Single School Manager or the BCNS Board of Management, a child may be suspended from the school. Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools. The following are considered grounds for suspension:

- the child's behaviour has had a seriously detrimental effect on the education of other children.
- the child's continued presence in the school constitutes a threat to his/her own and/or others' safety
- the child is responsible for serious damage to property

A single incident of serious misconduct may be grounds for suspension. For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered. Aggressive, threatening, or violent behaviour towards a member of staff will be regarded as serious or gross misbehaviour. A child may be excluded from the school for a maximum initial period of three school days.

Procedures for fairness when excluding a pupil should ensure that:

- Behaviour interventions have been followed in line with this policy.
- Parents have been invited to the school to discuss the intention to exclude.
- The behaviour has been investigated.
- The child and parents' perspectives have informed the investigation.
- Parents and the child have had an opportunity to respond to the investigation.

Immediate Suspension

In the case of immediate suspension, parents will be notified and arrangements will be made with them for the child to be collected. When an immediate suspension is considered by the Principal, a preliminary investigation will establish the case for the imposition of the suspension. A formal investigation will immediately follow the imposition of the suspension. The BCNS Suspension Form will be completed noting details of the child's collection from the school (which parent/guardian collected the child, the personnel supervising the child, the place and time of supervision and the time of collection). The parent(s) will be required to sign the BCNS Suspension Form. The Principal is authorised by the Single School Manager/Board of Management to impose a suspension of up to five days in circumstances where a meeting with the Single School Manager/Board cannot be convened quickly. The National Education Welfare Board will be notified by phone, fax, or email and using the standard form (available at www.newb.ie) if a child is suspended for a cumulative total of six or more days.

Implementing the suspension

The Principal shall notify the parent(s) in writing of the decision to suspend. The letter clearly states:

- The period of suspension, i.e., beginning and ending dates.
- Reasons for the suspension
- Any programme to be followed by the child and or parent(s)
- Arrangements for returning to school and any commitments by the child and parent(s)
- Provision for an appeal to BCNS school management
- Right to appeal to the Secretary General of the DES (Education Act 1998 section 29).

Reintegration following Suspension

Following suspension, a plan to re-integrate the child will include, where possible, an arrangement for a member of staff to provide support during the re-integration process. Child/Student contracts will be required if necessary for the child and his/her parents. This will enable the school to set behavioural goals with the child and parent(s) and to support the child to reach these. It is expected that the child's parent(s) will also support their child to reach behavioural goals. Regular positive contact will be necessary until the child has re-settled.

b. Expulsion (permanent exclusion)

The BCNS School Management (Single School Manager/Board of Management) has the authority to expel a child and the right to take such other reasonable measures as

it considers appropriate to ensure that good order and discipline are maintained in the school ... and that the safety of children is secured (Education Welfare Act, 2000, Section 24[5]). However, a child shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an Educational Welfare Officer (Education Welfare Act, 2000, Section 24[4]).

Grounds for expulsion

Before a child is expelled from BCNS the school must ensure:

- Classroom and school rewards and sanctions have been implemented fully.
- The child was supported to understand the consequences of his/her negative behaviour.
- A meeting was held with parent(s) and the child to try to find ways of helping the child to change her/his behaviour.
- The assistance and advice of support agencies was sought by BCNS.

The following are serious grounds for expulsion:

- The child's behaviour is a persistent cause of significant disruption to the learning of others and/or to the teaching process.
- The child's presence constitutes a real and significant threat to safety.
- The child is responsible for serious damage to property.

The following are types of behaviour that might result in expulsion for a first offence:

- a serious threat of violence against another child or member of staff
- an actual act of violence or physical assault
- the supply of illegal drugs to other children in the school
- a physical or sexual assault.

Appeals

Parents are entitled (Education Act, 1998, Section 29) to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including:

1. permanent exclusion from a school and
2. suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

The child's parent(s) will be informed in writing by the Principal of the decision of the Board of Management to permanently exclude or suspend the child. The child's parent(s) will be informed of their right of appeal, the associated timeframe of 42 calendar days from the date the decision of the school will be notified to the parents and child. Parents will be given a copy of Circular 22/02. The Board of Management will prepare an appeal if the school is being investigated by the Dept of Education and Science.

10. Keeping Records

In line with the school's policy on record keeping, and data protection legislation, the school maintains records in relation to children's behaviour.

a. Classroom

Staff have a clear and consistent understanding of what constitutes behaviour standards and what constitutes unacceptable behaviour and discuss these matters regularly at staff meetings. A pupil will be referred to the Principal for serious breaches

of discipline and for repeated incidents of minor misbehaviour. The degree of misdemeanours (minor, serious or gross) will be judged by Teachers and/or the Principal based on a common sense approach with regard to the gravity/frequency of misdemeanours (Circular 20/90). Copies of Serious Incident Forms are copied and kept in a central school file. The end of year report includes a reference to behaviour. Problematic behaviour will have been discussed with parents before noting/recording on the end of year report.

Teachers maintain behaviour records on Aladdin; including details of the misbehaviour on the date when it occurred. Formal records are maintained by the Principal e.g. factual reports of particular incidents, communication between school and home, with outside agencies, Board of Management etc. The Principal also maintains documentation pertaining to appeals under Section 29.

b. Playground

Supervising teachers use a yellow card/red card system and note names and dates of children given red cards. Persistent or more serious behaviour are written in the Behaviour Book. Class teachers and parent(s) are informed. Instances of repeated misbehaviour are brought to the attention of the Principal through the Behaviour Book. The Appendix outlines behaviour standards for the yard. These are discussed regularly with all children and amended following discussion by the whole staff at staff meetings, if necessary.

11. Absences from school: Procedures

The child's parent(s) are encouraged to notify the school of an impending absence, by writing a note in the child's homework journal or contacting the school by email or by text to the school phone. The class teacher notes the reason for the absence on Aladdin as per the parent(s) note. Written notes are kept in the child's file in the main office.

The child's attendance is recorded on mid-year and end-of-year Report Cards. Any concerns about the number of absences in the mid-year report are raised at the Parent Teacher Meeting. Concerns regarding absences are highlighted to parents by class teachers and/or the principal. Letters are sent to parents when their child has been absent for 20 days or more and parents are informed that this information has been provided to the National Education Welfare Board. BCNS uses the standard forms to report on pupil absences to the National Education Welfare Board according to their reporting schedule.

Encouraging maximum attendance

BCNS undertakes the following actions to encourage maximum school attendance:

- Creating a stimulating and positive school environment
- Adapting curriculum content/methods
- Adapting class and school timetables
- Acknowledging good or improved attendance
- Making parents aware of the terms of the Education Welfare Act
- Specifying targets for improving attendance under the school DEIS plan
- Regularly monitoring and reviewing whole-school attendance.

12. BCNS Code of Behaviour: Monitoring and Reviewing

a. BCNS Plans and Policies

Other school policies that relate to the BCNS Code of Behaviour/ Positive Behaviour Policy are:

- Curriculum Plans: GMGY, SPHE.
- Non-curriculum Plans and Policies: Admissions and Enrolment, Homework, Child Safeguarding Statement, SEN.

b. Success Criteria

Practical indicators of the success of this policy are:

- Evidence of respect among children and staff at BCNS and toward all members of the school community
- Observation of positive behaviour in classrooms, in the playground and in the broader school environment
- Consistent implementation of the policy by all staff at BCNS
- Regular and robust discussion among all staff about the effectiveness of policies and practices that promote positive behaviour
- Use of the language relating to positive behaviour by children and adults alike; evidence of children taking responsibility for their actions.
- Updating and amendment of policies and practices that promote positive behaviour, as needed.
- Support from parents for supporting this Positive Behaviour Policy including the implementation of sanctions if/as needed.

c. Implementation and Timetable for Review

This policy will apply from the 2018/2019 School Year at BCNS. This policy and related policies will be reviewed annually (or in line with a change in Department legislation) and amended if/as necessary.

d. Ratification and Communication

This Code of Behaviour Policy was adopted by the Single School Manager of Brannoxtown CNS on 28th August, 2018. The full policy is available to parents and all staff. Summary documents are being prepared for staff and adults on placement in the school. The summary documents will be distributed to parents at the beginning of the next school year.

Signed: _____

Date: 28th August 2018

Dr. Rory O' Toole
Single School Manager

Signed: _____

Date: 28th August 2018

Dr. Sarah FitzPatrick
Principal

References

- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5)
- Education Act, 1998 Section 15 (2(d))
- Circular 20/90 on Discipline (DES : www.irlgov.ie/educ). Also in CPSMA Handbook
- Circular 22/02 Appeals Procedures (Education Act, 1998, Section 29). Appeals procedures are outlined under the following headings:
 - (1) Permanent exclusion from a school
 - (2) Suspension
 - (3) Refusal to enrol.
- Guidelines for Developing School Codes of Behaviour (National Education Welfare Board) *Draft edition published for consultation in 2007*
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin, 1997. Ch. 4 p.56-61 Recommendations for Schools
- Stay Safe and Walk Tall Programmes
- Management Board Members' Handbook. Revised 2007. CPSMA: A suggested Code of Behaviour & Discipline for National Schools
- INTO (2004) Managing Challenging Behaviour: Guidelines for Teachers
- INTO (2006) Towards Positive Behaviour in Primary Schools
- INTO (1995) Enhancing Self Esteem
- The Education Act 1998. The Education Welfare Act 2000. Questions and Answers, INTO
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
- Working towards a Whole School Policy on Self-Esteem and Positive Behaviour. Jenny Mosley. Positive Press 2001
- Working Together – to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino