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**Roll Number: 20529J**

## **CODE OF BEHAVIOUR POLICY**

**BROADMEADOW COMMUNITY**

**NATIONAL SCHOOL**



**2024/2025**

**Principal: Miss J. Robinson**

The Principal of Miss Jennifer Robinson is responsible for the implementation of this Code of Behaviour Policy.

## Introduction

Under section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students. The code expresses the vision, mission and values of Broadmeadow CNS and its Patron. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported. Maintaining a harmonious environment can present a challenge to schools, given competing needs, time pressures and varying capacities or readiness to learn. A code of behaviour that has the support of the school community can go a long way to helping schools to meet this challenge successfully.

The principal, in consultation with the behaviour support team, BOM and school population will have the responsibility of reviewing and implementing the code of behaviour. The code of behaviour will be reviewed on a regular basis as the school grows.

### **Education and Welfare Act (2000)**

The Board of Management of a recognised school shall, after consultation with the principal of, the teachers teaching at, the parents of students registered at, and the educational welfare officer assigned functions in relation to, that school, prepare, in accordance with subsection (2), a code of behaviour in respect of the students registered at the school (hereafter in this section referred to as a “code of behaviour”).

This act also states that a code of behaviour shall specify the following:

- The standards of behaviour that shall be observed by each student attending the school and the measures that may be taken when a student fails or refuses to observe those standards.
- The procedures to be followed before a student may be suspended or expelled from the school concerned.
- The grounds for removing a suspension imposed in relation to a student.
- The procedures to be followed relating to notification of a child’s absence from school.
- A code of behaviour shall be prepared in accordance with such guidelines as may, following consultation by the Board with national associations of parents, recognised school management organisations and trade unions and staff associations representing teachers, be issued by the Board.
- The principal of a recognised school shall, before registering a child as a student at that school in accordance with section 20, provide the parents of such child with a copy of the code of behaviour in respect of the school and may, as a condition of so registering such child, require his or her parents to

confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

- The principal of a recognised school shall, on a request being made by a student registered at the school or a parent of such a student, provide the student or parent, as the case may be, with a copy of the code of behaviour in respect of the school concerned.

In order to comply with these requirements, and in order to have the best chance of achieving its objectives, the code of behaviour should address:

- The standards of behaviour expected in the school.
- The plan for implementing and promoting good behaviour.
- The ways in which the school monitors behaviour and how it responds to unacceptable behaviour.
- School procedures for the use of suspension and expulsion.

## **Broadmeadow CNS Aims**

In order to promote positive behaviour at Broadmeadow CNS we aim to work in partnership with our staff, parents, children, BOM and broader community in order to:

- Build a shared commitment to the values and characteristic spirit of the school and create a sense of ownership of the code.
- Create consensus about the kinds of behaviour and relationships that foster learning through a shared understanding of how behaviour affects learning.
- Strengthen positive relationships of respect and trust between all involved.
- Promote a positive working and learning environment for all.

## **Broadmeadow CNS Expectations**

- Respect and honesty should be shown to themselves, others, their property and the property of the school at all times.
- School uniform should be worn in full every day and presented well.
- Students should attend school each day from 8.40am-1.20pm (Juniors) 8.40am- 2.20pm (Seniors) with all that is required to complete their day.
- Students should work to the best of their ability on their own and as part of a team.
- Students should not physically, mentally or verbally harm another person.
- Students should take responsibility for their own learning with the support of those around them.
- Move around the school environment safely, calmly and respectfully.
- To abide by all school rules when on school tours.
- All involved should abide by all school policies in place at all times.

**The Principal should:**

- Formulate a draft policy in consultation with the teaching staff, students, parents and present to the BOM and monitor this.
- Implement the policy and to support other teaching staff in their implementation of the policy.
- To appraise the policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate and share where needed.
- To ensure that all recording of behaviour is taken seriously and kept up to date and relevant.
- To direct and provide parents to all relevant policies to share with their child.
- To monitor behaviour within the school and deal with this as they see fit in order to minimise this.
- To support staff, parents and children in implementing the Code of Behaviour Policy.

**The Teaching Staff/SNA's and Additional Staff should:**

- Promote and implement all school policies with full effect.
- Review and appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate.
- Engage with positive social skills, play and interaction in school and on yard.
- Log all accidents and incidents on yard in the green book.
- Complete accident/incident forms as per Health and Safety Policy.
- Engage with the restorative practice card system on yard/school. (white, yellow, amber cards)
- Bring any concerns about children, special needs curricular matters and information, school safeguarding etc. to the attention of the principal, deputy principal or special needs teacher.
- Work closely with parents/guardians and keep them informed through regular contact, parent/teacher meetings, written records, school reports and by meeting parents from time to time as required to support the needs of the child.
- Work closely with school staff, management and BOM to ensure all needs are met in the best way possible.

**The Board of Management should:**

- Ensure that the school has a policy on, and procedures for, the use of suspension and expulsion that are in line with these Guidelines and with any additional requirements set down by the Patron.
- Ensure that all relevant training is provided for the implementation of the policy where required.
- Monitor the implementation and effectiveness of the policy with the school P

- Make certain that all students, parents and staff are advised about, and aware of, the school's policy for suspension and expulsion.
- Ensure that fair procedures are used for suspension and expulsion and that all staff are aware of those procedures.
- Make certain that the Board of Management and the Principal are equipped for their roles in relation to the use of suspension and expulsion.

### **The Parents/Guardians should:**

Parents Parental understanding and support for the implementation of the code of behaviour should be strengthened through activities such as.

- An introductory meeting for parents of new students, dealing specifically with the code, school standards, their role and provide a paper copy of all policies.
- Parents/Guardians should sign and agree to the Code of Behaviour.
- Parents should share information about anything that might affect a student's behaviour in school and making sure they know how to do so.
- Use the early warning systems to alert parents to concerns about a student's behaviour, so that ways of helping the student can be discussed and agreed through communication channels. (*See Communication Policy*)
- Information offered through the Parent Association, such as talks or workshops on behavioural matters and aspects of child and adolescent development.
- Parental involvement in reviewing and planning school policies, as part of school development planning.
- Use of all online social media to support promotion of effective school behaviour.
- Involvement in celebration activities such as 'Friendship Week' 'Mental Health Week'.

### **The Pupil should:**

- Sign a contract to co-operate fully with the school in the implementations of all school policies that apply to them.
- Offer suggestions for improving the service to students through the use of student council and other school organisations that may become available.
- Abide by all school rules and school ethos to ensure the best education and school environment for themselves and others.
- Abide by a no bullying policy everyday within school and without.
- Fully co-operate with staff, parents, guardians or others staff members when required and ensure they are truthful at all times, even if in the wrong.

At the beginning of each year, the class teacher will create an 'Annual Student Contract' with the class. This contract which the students compile will set out the

expectations in that class for the year. This contract of expectations will be displayed in a prominent place in the classroom.

## Homework

Homework will be assigned on a regular basis. The following rules should be followed:

- All homework will be completed by the expected time.
- Parents will check all homework and sign the School Journal each night to confirm that ALL homework has been completed.
- Parents will take an active interest in their child's homework, especially reading and learning.
- Parents will listen to their child's reading each night. If homework causes concern for the student on a regular basis, parents should contact the teacher.
- Each child will be given **one** free pass per school term which will allow them to complete their homework the following evening if it is forgotten.
- After this, incomplete homework will be completed in the child's own time unless this is due to attempt and need of support. Simply lacking to complete homework will not be accepted.

(See Homework Policy)

## Promoting Positive Behaviour

The values central to the school will be taught explicitly and informally through the work of the SPHE and GMGY curricula. Teaching the meaning and positive aspects of the school's values and ethos will be reinforced through the daily interactions of the class, teacher and wider school community. All additional support to promote the school behavioural values will be supported in partnership with our strong home and community links.

### **We will promote Positive Behaviour through:**

- Celebrating children's personal achievements, awards will be presented at assemblies and at the end of each week, term and the year. These achievements may be personal, sporting, academic etc. The yearly prizes will be the 'Principal's Medal' for Respect, Honesty, Empathy, Teamwork, Fairness and Responsibility.
- Through modelling good practise, monitoring and implementing all school policies.
- Treating everyone fairly.
- Pupil check in time with class, teacher, SLT or Principal as required.
- Class rewards and sanctions fully implemented in every class.

- Note/phone call home for positive impacts within the school. E.g. behaviour, kindness, respect etc.
- A positive note home.
- Promotion of school jobs, duties and committees which children can become a part of.
- Zones of Regulation
- Restorative Practise approach, cards and reflection time/log.

## Traffic Lights for Conduct

It is recognised that the best way to deal with negative behaviours is to prevent them and deal with incidents when they are minor. Broadmeadow CNS has adapted a restorative and preventative approach to negative behaviours. We will be implementing a colour system to monitor behaviour and it is outlined below and a strong partnership with the home will be required:

**Yellow:** Minor Behaviour- These should be behaviours that have very minimal effect on the child, teacher or class and can be managed within the class/yard with ease.

**Amber:** Moderate Behaviour- This is where minor behaviours may continue and intervention may be required through discussion with parents, guardians or other staff members for support.

**Red:** Severe Behaviour- This is where a child may have continually demonstrated yellow and amber behavioural traits and interventions have not worked. This may also be isolated incidents with a high severity level, unsafe behaviour or bullying.

The grid below will highlight some behaviours within the traffic light system and their sanctions. **This is also linked with our restorative practise cards for yard/school link.**

Yellow-Verbal		
Behaviour-These should be minimal and not seen on a regular basis.	Prevention/Sanction	Additional Action Required
Shouting out, running inside, not listening to adults, talking out of turn, silly/immature behaviours, littering, misusing school equipment, unkind words or gestures, lateness, no homework, minor yard complaints  <b>*Any additional similar minimal behaviours noted in the school, classroom or on tour*</b>	Positive Reinforcement/Conversation with the child  Movement Break/Send on message etc.  Modelling of positive behaviour  Setting expectations, small targets etc.	Possible note home or short discussion with parent/guardian at the digression of the teacher.

<b>Amber-</b>		
<b>Parental Involvement is at this Level</b>		
<b>Behaviour</b>	<b>Prevention/Sanction</b>	<b>Additional Action Required</b>
<p><b>*In addition to continuous use of the above in 'Yellow'*</b></p> <p>Inappropriate sexualised behaviour, unacceptable language and gestures, possession of dangerous objects, physical fighting, stealing, spitting, grabbing others, rude or answering back to the teacher, continuous lack of homework, continuous issues related to attendance and punctuality, low level damage of property or graffiti, moderate yard complaints.</p> <p><b>*Any additional similar moderate behaviours noted in the school, classroom or on tour*</b></p>	<p>Continue to promote positive reinforcement/Conversation with the child</p> <p>Movement Break/Send on message etc.</p> <p>Use of reflection time-yard time etc.</p> <p>Loss of privilege/Sit away from others in class</p> <p>Orange card home to parents for signing</p>	<p>Amber card home/phone call to parents if required in addition</p> <p>Meeting with parent may be held</p> <p>Recorded on class behaviour tracker</p> <p>Place child on 1 week written report tracker for positive and negative behaviour log for home and school.</p> <p><b>Inform SLT/Principal of child placed on tracker.</b></p>

<b>Red</b>		
<b>Behaviour</b>	<b>Prevention/Sanction</b>	<b>Additional Action Required</b>
<p><b>*In addition to continuous use of the above in 'Amber'*</b></p> <p>Deliberate acts of violence, bullying behaviour, health and safety risks to staff or students, wilful damage of school property, overt sexualised behaviour, leaving school premises without permission, serious yard complaints.</p> <p><b>*Any additional similar moderate behaviours noted in the school, classroom or on tour*</b></p>	<p>Red card home to parents and meeting arranged.</p> <p>Conversation with the child by Principal or SLT.</p> <p>Time spent with Principal of SLT to complete work until end of school day. (If unsafe behaviour the child may be sent home and parents will require collection of child)</p> <p>Explicit behaviour lessons/support from home required.</p> <p>Support from outside agencies as required.</p>	<p>Recorded on class behaviour tracker</p> <p>Meeting with class teacher, SLT or Principal.</p> <p>Place child on 2 week written report tracker for positive and negative behaviour log for home and school.</p> <p><b>*If continuous and all above fails, see suspension/expulsion section for further action*</b></p>



## **Suspension:**

The Board of Management of Broadmeadow CNS has the authority to suspend a student. Where this authority is delegated to the Principal, the delegation should be done formally and in writing.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property. A single incident of serious misconduct may be grounds for suspension.

### **The authority to suspend lies with the following persons:**

- Principal (up to 3 days)
- Principal and Chairperson of BOM (up to 5 days)
- BOM (up to 10 days)

### **Types of Suspension:**

Immediate suspension	In some circumstances, the principal may suspend a child immediately if their continued presence in the school poses a safety risk to children and adults. Fair procedure as per the NEWB guidelines applies.
Informal/ unacknowledged suspension	Exclusion of a child for part/all of the school day, or asking parents to keep children at home as a sanction, counts as a suspension. Suspension guidelines must be followed.

### **Procedure for Suspension:**

Parents are given written notification of period of suspension, reasons for suspension, arrangements for returning to school (including commitments by student and/or parents), provision of appeal to the Board of Management and notification of right to appeal if suspension exceeds 20 school days. All of the above Traffic Light System will have been followed to reach this point.

- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents have the right to

Appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, section 29).

- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the Principal.
- If the parents do not give an undertaking that the student will behave in an acceptable manner in the future, the student may be suspended for a period.

**Prior to suspension, where possible, the Principal may review the case:**

- In consultation with teachers and other members of the school community involved.
- With due regard to records of previous misbehaviours (their pattern and context)
- Sanctions and other interventions used and their outcomes.
- Any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act.

**Removal of Suspension:**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998. All suspension time will be recorded+ on a child's file.

**Reintegration following suspension**

The school should have a plan to:

- Enable the child to catch up on work.
- Support the resilience of the returning child.
- Rebuild broken relationships with other students and teachers.

**Expulsion**

In the case of expulsion, the authority to expel will rest solely with the BOM. The grounds for expulsion are as follows:

- Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The continued presence of the student constitutes a real and significant threat to the safety of the staff, students, child themselves or others.
- Where the student is responsible for serious damage of property.

The difference between behaviours that warrant suspension and expulsion are:

- The degree of seriousness and persistence of behaviour.
- Where an expulsion is considered a series of interventions will have been attempted by the school.
- All possibilities within the power of the school of changing the child's behaviour will have been exhausted (with the exception of cases warranting automatic expulsion)

### **Automatic Expulsion**

Automatic and immediate expulsion may be accepted on cases of:

- Sexual assault.
- Possessing illegal drugs/ selling illegal drugs to other students.
- Actual violence or physical assault to another.
- Serious threat of violence against another student or member of staff.

The following procedures in respect for expulsion will generally be followed:

- A detailed investigation will be carried out under the direction of the principal.
- A recommendation by the principal to expel the child will be given to the BOM.
- The BOM will consider the principal's recommendation and will hold a hearing.
- The BOM will decide whether or not expulsion is appropriate.
- The EWO (Educational Welfare officer) will be informed and there will be a 20 day cooling off period after which a confirmation or otherwise of the decision to expel will be decided.
- Decision to appeal the decision may be made by the student or parents to the Secretary General of the DES under section 29 (1998)

### **Children with Special Needs**

All children are required to comply with the Code of Behaviour and agree to this upon admission to Broadmeadow CNS. However, the school recognises that children with special needs may require assistance in understanding certain expectations. Class teachers, SET teachers and SNA's will check that standards and rules are communicated in a way that children with special educational needs can understand. Their understanding of the school's expectations will be checked from time to time, especially where a student with special needs is acting in a way that would usually be seen as being in breach of the school's Expectations. Some children may need opportunities to practise observing the rules, with feedback on their progress. Specialised Behaviour Plans will be put in place in consultation with parents, the Class teacher, SET Teacher, and or Principal. They will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable. The children in the class or school may be taught strategies to assist a student with special needs, to adhere to the Expectations, thus providing

peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

## **Record Keeping**

### **In class:**

In class, general class behaviours should be noted by the class teacher in anecdotal form in an incidents tracker and on Aladdin, with relevant dates. Cumulative documents for particular issues of behaviour should be developed in the case of frequent misdemeanours.

### **On Yard**

On the yard a book will be stored in the yard bag with first aid kit. This book should be used to record any incident on the yard during break time, the date, time and the action taken. The relevant class teacher should be informed of yard incidents to monitor against class and school incidents.

## **Suspension and Expulsion**

Formal written records should be kept of the investigation, decision making process, duration of suspension/expulsion and related conditions. (See Data Protection Policy for record keeping) The principal should report to the BOM and NEWB, any suspensions using the NEWB reporting guidelines.

Signed

  

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Date 15/05/2024

Single School Manager, DDLETB

Signed *Jennifer Robinson*

Date 15-05-2014

Principal