

Code of Behaviour & Discipline Policy Lyreacrompane N.S.

This policy was drawn up by the Staff of Lyreacrompane N.S. in consultation with the Board of Management in the school and in accordance with Circular 20/90 of the *Department of Education and Science* and with the Education Act 1998 and Rule 130 of the “Rules for National Schools” of the Department of Education.

Rationale

In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while protecting the right of each child to education in a safe, happy and disruption-free environment. Every effort will be made to ensure that the Code of Discipline is implemented in a reasonable fair and consistent manner.

Every effort will be made by all members of staff to adopt a positive approach to the question of behavior in the school. This code offers a framework within which positive techniques of motivation and encouragement will be utilized by the teachers.

The school places greater emphasis on rewards than on sanctions in the belief that this will in the long run give the best results.

The school recognizes the variety of differences that exist between children and the need to accommodate these differences.

It is agreed that a high standard of behavior requires a strong sense of community within the school and high level of co-operation among staff and between staff, pupils and parents.

The rules are being kept to a minimum and are being positively stated in terms of what pupils should do.

All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil in order to reduce boredom, lack of interest or lack of progress.

Any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

It is our opinion that effective teaching and learning occur in an atmosphere of mutual respect and this can best be achieved by adhering to a whole school policy on behavior.

When the code of behavior applies

The school's Code of Behaviour applies during school hours, at all extra-curricular classes, at swimming classes, at all fund-raising and social events organized by the school or by the Parent-Teacher Association, on School Tours and at all events organised by, on behalf of, or in the name of Lyreacrompane N.S. If parents are present at any of these events, they are ultimately responsible for their own children.

Aims

The aims of the Code of Behaviour are:

- ⌚ To promote the safety and happiness of all children in the school.
- ⌚ To allow for the smooth and harmonious running of the school
- ⌚ To facilitate the education and development of all children in the school.
- ⌚ To promote good behavior and self-discipline among the children attending the school.
- ⌚ To promote equality and fairness for all.
- ⌚ To increase the co-operation between home and school.
- ⌚ To outline a structure of fair and agreed sanctions that will be available to teachers in response to negative behavior.
- ⌚ To ensure consistency in the application of rules and sanctions
- ⌚ To foster high levels of self-confidence, self esteem, self-reliance and self-discipline in each and all of our pupils.
- ⌚ To develop within each of our pupils a strong sense of pride in and loyalty to their school and all its activities.

ROLES AND RESPONSIBILITIES

Responsibility for the implementation of this policy rests, in varying ways as outlined below, with all the partners in our school's education task, i.e. the Board of Management, Principal and Teaching Staff, Pupils and their Parents or Guardians

2.1. Board of Management

- ⌚ Ratify the Code
- ⌚ Support the Principal and Staff in implementing the Code
- ⌚ Ensure that the entire school community has a safe environment
- ⌚ Provision of support to the principal and staff in the implementation of the code of behaviour.

Principal

- ⌚ Provide a safe work environment
- ⌚ Provide support for colleagues
- ⌚ Promote a positive climate in the school
- ⌚ Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required

Teaching Staff

- Support and implement the school's Code of Behaviour
- The promotion of positive behaviour through effective teaching, an inclusive and engaging curriculum and well managed classrooms
- The use of a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.
- Be courteous, consistent and fair
- Deal appropriately with misbehaviour.
- Keep a written record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Report matters of serious concern to Principal
- Record incidents from yard in Yard Book
- Engaging with in-school reviews of behavior (e.g. at staff meetings)

Pupils

- ⌚ Attend school regularly and punctually
- ⌚ Bring correct materials / books to school
- ⌚ Follow school and class rules
- ⌚ Listen to teachers and act on instructions / advice
- ⌚ Show respect for all members of the school community
- ⌚ Respect all school property and the property of other pupils
- ⌚ Behave in a safe manner that does not endanger others
- ⌚ Include other pupils in games and activities

Parents / Guardians

- Be familiar with the Code of Behaviour Policy and support its implementation
- Sign the Code of Behaviour form to confirm that it is acceptable to them and that they will make all reasonable efforts to ensure their child complies with the Code. Pupils will only be enrolled if parents / guardians agree to this in advance (See Education (Welfare) Act 2000. Section 23 (4))
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's schoolwork
- Cooperate with teachers if their child's behaviour is causing difficulties for others
- Communicate with the school regarding any problems that may affect their child's progress or behaviour
- Attending meetings at the school if requested.

- Supporting children with their homework and ensuring that it is completed.
- Cooperating with the rules and standards which apply to them.

As part of the whole school approach to behaviour, the following courtesies are expected from all members of the school community.

1. Greeting others with a smile and saying thank you and please, go raibh maith agat and más é do thoil é and dia duit/good moring and slán/goodbye in the afternoon.
2. Allowing others to go ahead of you through the door or gate.
3. Holding the door/gate open for others, in particular visitors, parents, someone carrying something, or for someone younger or smaller than you.
4. If you need to get someone's attention, say 'excuse me' or 'gabh mo leithséal' and then wait until the person is ready. That is unless it is urgent, (for example you need to use the bathroom or someone is injured – in which case you say 'excuse me – it's urgent')

Behaviour and Rules

In order to sustain our Code of Behaviour, the school encourages and praises positive behaviours and discourages negative behaviours. To encourage positive behaviour, individual teachers use various reward systems within their own classrooms, such as Star Charts, etc.

School Rules

- ⌚ Respect for self and others
- ⌚ Respect for other's property
- ⌚ Respect other students and their learning
- ⌚ Kindness and willingness to help others
- ⌚ Follow instructions from staff immediately
- ⌚ Walk quietly in the school building
- ⌚ Courtesy and good manners
- ⌚ Readiness to use respectful ways of resolving difficulties and conflict
- ⌚ Ask permission to leave the classroom
- ⌚ Do your best in class
- ⌚ Take responsibility for your own work
- ⌚ Complete all homework to the best of their ability
- ⌚ Pupils are required to follow the school healthy eating policy
- ⌚ Mobile phones or any electronic entertainment devices are prohibited on school property

These can be summed up as 6 main rules;

- ⌚ Respect / Be nice
- ⌚ Do your best
- ⌚ Be tidy

- ⌚ Be safe
- ⌚ Walk
- ⌚ Listen

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behavior (e.g. 'Walk' and not 'Don't run') Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Corridor Rules

- ⌚ Walk slowly
- ⌚ Be nice
- ⌚ Be quite
- ⌚ Be safe
- ⌚ P.E. equipment is only to be used outside

Outdoor Rules

- ⌚ Be nice
- ⌚ Eat our lunch in the classroom
- ⌚ Keep off the grass until the teacher says so
- ⌚ Stay within the school grounds
- ⌚ Tell the teacher if equipment goes outside the school grounds
- ⌚ Return PE equipment to its proper place
- ⌚ Keep our yard free from litter
- ⌚ No running around school

Before and After School

Be careful coming and going from school.

School day begins at 9.00a.m.

School finishes at 1.40p.m. for junior and senior infants and 2.40p.m. for all other pupils.

The school cannot accept responsibility for children arriving before the official opening time or remaining in the school grounds after the official closing time. Never leave school grounds without permission of the Principal.

Wear the full school uniform every day

Boys: Grey pants, maroon jumper, white shirt and school tie.

Girls: Grey skirt / pants, maroon jumper, white shirt and school tie.
School tracksuits, only to be worn on designated days.

Attendance

Each child, to whom the School Attendance Act applies (that is those between the ages of 6 and 15) is obliged to attend school every day on which the school is in operation unless there is a reasonable excuse for not attending. In accordance with government information the school is obliged to make a report on any student who is absent for 20 days or more to the welfare officer. Parents are also required to send a note to the class teacher explaining any absences.

Homework

It is the policy of the school to assign homework on a regular basis. This time will vary from child to child, but should in most cases take between 30 mins to one hour. Homework is recorded in the pupil's journal. Parents must sign the homework journal to confirm that the work has been fully attempted if for some reason homework cannot be completed, parents are asked to note this in the homework journal and complete work the following night. Generally homework is not given at the weekends but in the older classes project work may be given from time to time.

Discipline

The overall responsibility for discipline within the school rests with the principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the Principal for serious breaches of discipline and for repeated incidents of minor misbehavior.

Incentives

Part of the vision of Lyreacrompane N.S. is to help children achieve their personal best - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behavior should be as high as for work.

School related activities

The code of behavior applies to all out of school activities, including extracurricular activities , school outings and tours.

The following are some samples of how praise might be given:

- ⌚ A quite word or gesture to show approval
- ⌚ A comment in a pupils exercise book
- ⌚ A visit to another member of Staff or to the Principal for commendation
- ⌚ A word of praise in front of a group or class
- ⌚ A system of merit marks, homework vouchers
- ⌚ Delegating some special responsibility or privilege
- ⌚ A mention to parent. written or verbal communication

Dealing with Day-to-day Behaviour Issues

Pupils frequently bring behaviour issues to teachers for resolution when they themselves are unable to resolve them. Teachers encourage, support and show pupils how they may be able to resolve these issues. In this way, pupils build up the skills necessary for the resolution of issues in later life. Children should be enabled to resolve conflicts with the aid of a teacher.

When the teacher judges it necessary, (s)he will become involved and help resolve a behaviour issue. The vast majority of issues will be resolved at this point. This may happen with or without consulting the parent, or principal, or other designated senior member of staff.

Parents are kept informed, as appropriate about the resolution of behaviour issues and the teacher decides when this is appropriate, or responds to parents' queries at any time.

Teachers act on the principle that it is better for parents to be aware than not aware of behaviour issues which arise. The principal may intervene informally in the resolution of minor issues, as appropriate.

Procedures for responding to inappropriate behaviour.

- ⌚ All observations/reports of inappropriate behaviour are investigated and dealt with by the teachers.
- ⌚ Minor misbehaviour should be dealt with by the class teacher/teacher on yard duty by way of warning and/or advice in the first instance.
- ⌚ The children should be spoken to directly at an early stage. In many cases the issue is resolved at this point. Sanctions should be in line with the school code of behaviour.

- ⌚ Should this not resolve the issue, the advice of the principal/deputy principal is sought. Steps at this stage may include meetings with the class teacher and/or principal.
- ⌚ The principal should not be involved in minor incidents of inappropriate behaviour. However, the principal may offer advice at any time to members of staff dealing with inappropriate behaviour of any sort.
- ⌚ In general sanctions should be associated with the misdemeanour, for example misbehaving at PE might mean missing PE the following week; not handing up homework might mean completing the work during break time, running in the quiet area of the yard might mean sitting out for five minutes.
- ⌚ If there is not clarity around the incident i.e. where it was not witnessed or where accounts vary, the “what, where, when, who and why” should be investigated by the class teacher and entered in to the discipline book for the class level.
- ⌚ Non teaching staff such as the school secretary and the special needs assistants are encouraged to report any incidents of inappropriate behaviour witnessed by them, or mentioned to them, to the relevant class teacher and/or the principal.
- ⌚ Non teaching staff should act as a prudent adult would act on observing inappropriate behaviour i.e. tell the child to stop, intervene if someone is injured or hurt. All incidents should be reported to the teacher on duty/class teacher as soon as possible. Sanctions should be imposed by the teacher on duty/class teacher, in line with the code of behaviour.
- ⌚ The principal should be informed of all observed/reported incidents of major misdemeanours and of persistent minor infringements and consulted on appropriate action.
- ⌚ Parents should always be informed of and consulted on persistent minor infringements.
- ⌚ A written record should be kept of all major misdemeanours and persistent minor misdemeanours.
- ⌚ In addition to the sanctions for the offending child, as set out in this document, support may also be offered to the child who is the subject of the incident, and to the class if appropriate. This might include a whole school/class/small group lessons dealing with respect, self esteem, bullying, building a better understanding of special Educational needs.

Examples of minor misdemeanours include:

Lack of respect, for example:

Talking out of turn, inappropriate comments, lack of attention in class or yard, distracting others in class or yard, interfering in others games in yard, leaving seat without permission, homework not done or incomplete, mobile phones out/switched on, eating during lessons, chewing gum, messing / mock fighting / jostling and pushing, shouting and loudness in class, spitting on the ground, throwing things (other than at people), unsupervised climbing / running in quiet areas / inside the school, bad language, derogatory language, not following instructions.

Sanctions for minor misdemeanours include:

Discussion with pupil and agreement on a more appropriate way to act in future

Verbal and / or written apology
Verbal and / or written undertaking to improve
Reasoning with the pupil
Verbal warning
Name on board
Confiscation of item
Time out (in and out of the classroom)
Extra work
Loss of privileges, for example, not being allowed to do jobs, not being allowed to sit on the school council, etc.
Loss of yard time
Communication with parents
Informal word with the principal, who has a quiet word with the child

Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion.

Examples of major misdemeanours may include:

- ⌚ Persistent minor misdemeanours (see above)
- ⌚ Leaving the class, yard, park or activity without permission
- ⌚ Abusive / threatening or violent language directed to a person
- ⌚ Persistent refusal to take instructions
- ⌚ Bullying including cyber bullying (see anti-bullying policy)
- ⌚ Hitting out in a threatening manner at another person
- ⌚ Stealing
- ⌚ Deliberately damaging property
- ⌚ Bringing any dangerous objects or illegal substances to school
- ⌚ Sexual harassment of a person by work, action or gesture

Sanctions for major misdemeanours include:

Discussion with parents and staff, including the principal, to include a verbal and / or written apology, together with any or all of the following sanctions as appropriate:

- ⌚ Removal from class
- ⌚ Formal communication with parents / guardians by letter
- ⌚ Referral to principal
- ⌚ Sent home early (informal suspension) with parent
- ⌚ BOM informed
- ⌚ Formal suspension for up to three days
- ⌚ Immediate suspension for up to three days
- ⌚ Use of the individual behavioural plan procedure (see below)
- ⌚ Expulsion
- ⌚ Report to Gardai

Individual behavioural plan procedure (for the management of ongoing, serious challenging behaviour/aggression from an individual child).

Definition:

- ⌚ The consistent refusal of a child to obey instructions
- ⌚ Persistently seriously disruptive behaviour
- ⌚ Exhibitions of unpredictable and, possibly, violent or aggressive behaviour

Individual behavioural plan procedure

A team meeting to prepare an Individual Behavioural Plan shall be convened. All those involved with the child may be invited to attend (for example, the Chairperson of the Board of Management, principal, teacher(s), parents, special needs assistant and school psychologist).

The agenda for the meeting shall comprise:

An assessment of the strengths and needs of the child, to include his/her academic and attainment record; behaviour record; interests; any special educational needs; temperament; priority needs; both short term and long term, in terms of learning and behaviour.

A plan shall be agreed between school and home and approved by the Board. The plan shall include:

- ⌚ Strategies for encouraging positive behaviour (praise, encouragement, incentives)
- ⌚ General strategies for dealing with poor behaviour / lack of engagement with learning
- ⌚ Particular set of strategies for specific named behaviours
- ⌚ Supports for staff / other children in the class
- ⌚ Rewards for good behaviour both at home and at school
- ⌚ Sanctions or consequences for poor behaviour both at home and at school
- ⌚ Resources available (materials, personnel, equipment) to implement the plan
- ⌚ Arrangements for monitoring targets
- ⌚ Referral to outside agencies
- ⌚ Agreed home-school communication going forward i.e. parent / teacher contact, behavioural diary.
- ⌚ Agreed timetable for action and date for follow up meeting

In these instances, parent shall be told that a risk assessment shall be done on all activities the child is involved with to ensure his/her safety and the safety of others. This shall apply particularly to school tours and other out-of-school-activities. This may mean the child may not be allowed to take part in some school activities for his/her safety and that of the others in the class.

Teachers should not leave the school premises, with children involved in an individual behaviour plan, without an additional staff member to support the teacher and a mobile phone.

The principal shall give a brief report to the Board of Management, in relation to all children involved in an individual behaviour plan, by way of ongoing updating on the situation.

Suspension and Expulsion

Suspension

Suspension is defined as ‘requiring the student to absent himself/herself from the school for a specified, limited period of school days’ (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as a suspension. Suspension will be considered as part of a range of sanctions where a student has engaged in a major misdemeanour. While suspension should be a proportionate response to the behaviour that is causing concern, a single instance of serious misconduct may be grounds for suspension. The decision to suspend will be based on the following grounds.

- ⌚ The seriously detrimental effect on the education of the other students of the student’s behaviour to date
- ⌚ Whether the student’s continued presence in the school constitutes a threat to safety
- ⌚ The student is responsible for serious damage to property

The purpose of suspension includes: providing a respite for staff and students, giving the student time to reflect on their actions and the staff time to plan ways of helping the student to change their unacceptable behaviour. Suspension shall be used as part of an agreed plan to address the student’s behaviour.

The procedures in respect of suspension are those outlined in section 11.5 of the NEWB guidelines for schools. The Board of Management of Lyre NS has delegated authority to the principal to suspend pupils for periods of up to three days. If a suspension for a longer period is being proposed, the principal should refer to the Board of Management for consideration and approval. Reports to the Board and to the relevant authorities should be made in line with NEWB guidelines.

(Refer to pages 70 – 78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008 http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf)

Implementing the Suspension - Written Notification

The principal should notify the parents and the students in writing of the decision to suspend. The letter should confirm.

- ⌚ the period of the suspension
- ⌚ the reasons for the suspension
- ⌚ any study programme to be followed (education)
- ⌚ the arrangements for returning to school accompanied by parents
- ⌚ the provision for an appeal to the B.O.M.
- ⌚ the right to appeal to the Secretary General of the DES

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The principal will facilitate the preparation of a behavior plan for the pupil if required and will re-admit the pupil formally to the class.

Expulsion (permanent exclusion)

Under the Education Welfare Act, 2000, '*A student 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*' (Section 24(4)). It is the right of a Board of Management to take '*...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.*' (Section 24 (5))

The Board of Management has the authority to expel a student. This authority will be exercised in line with the procedures outlined on pages 80 – 87, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf

Grounds for expulsion

- ⌚ Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process.
- ⌚ Continued presence of pupil constitutes a real and significant threat to safety.
- ⌚ Pupil responsible for serious damage to property

Procedure in respect to expulsion

1. Detail investigation by school principal

2. Recommendation by principal to Board of Management
3. BoM considers principals recommendations and holds hearing
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20 day cooling off period.
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of proposal
6. Parents of the pupil are informed of rights to involve a section 29 appeal, under the education act 1998
7. Education Welfare Officer arranges consultations.
8. Confirmation of decision.

Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) expulsion (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. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02). Parents will be informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion by letter from the Chairperson of the Board / Principal. Parents will be given a copy of Circular 22/02 and related forms. (Section 12, Circular 22/02 – Processing of an appeal)

http://www.newb.ie/downloads/pdf/guifelines_school_codes_eng.pdf

Keeping records

It is important for staff to keep a record of poor behaviour so that they can be confident of their accuracy when discussing the matter with parents and so that patterns in behaviour can be noted. It is the policy of the school that parents are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later. Underlying this reporting should be an ongoing positive two way relationship between the parents and the school that fosters good communication and maintains high levels of parental involvement in the interests of the child. Consistency is achieved through clear adherence to this policy and regular discussion at staff meetings.

Parent Communication

A high level of co-operation and open communication is seen as an important factor encouraging positive behavior in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behavior. If parents have a concern about their child they should first consult the class teacher.

The following methods are to be used at all levels within the school:

- ⌚ Informal parent/teacher meetings and formal parent/teacher meetings.
- ⌚ Through children's homework journal
- ⌚ Letters/notes from school to home and from home to school
- ⌚ School notice board
- ⌚ Text a parent service

Teachers shall keep a written record of all instances of serious misbehavior. Before resorting to serious sanctions, all channels of communication between the school and parents will be utilised. It is our belief in Lyreacrompane National School that the school will run most effectively if parents are kept will informed. We believe that parents should not only be told when their children are in trouble but also when they have behaved particularly well.

Success Criteria

Success criteria establish the link between information as to how things should be and information as to how things are. The criteria are used to express the ideal. The criteria will allow the school to judge how well it is achieving its stated intention. Success can be measurable through perceptions or by using factual data.

Through the successful implementation of this policy the intended outcomes are:

- ⌚ Children are physically, mentally and emotionally healthy
- ⌚ Children are making informed choices about their behaviour through understanding and awareness of their role and responsibilities (as outlined in section 1)
- ⌚ Children, parents and teachers understand the need for some deviations from the standards of behaviour for children with SEN and do not complain about unfairness in relation to this
- ⌚ Children are responsive to positive correction, and show respect for other people
- ⌚ Children are including others in their games
- ⌚ Children are following yard rules
- ⌚ Children are following class rules
- ⌚ Children are following school rules
- ⌚ School property is respected and there is no intentional damage being caused

- ⌚ Children, teachers and parents are reporting any bullying behaviour (see anti-bullying code)
- ⌚ Teachers are implementing the range of sanctions and rewards as listed in this policy
- ⌚ Children, teachers and parents have appropriate awareness of the Code of Behaviour, are consulted about it, and reminded of its content on an ongoing basis
- ⌚ Children, teachers and parents are greeting each other, saying thank you and please, allowing others to go ahead of them through the door when appropriate
- ⌚ Children are getting someone's attention without being rude or interrupting
- ⌚ Children are not querying the requests of the staff, as they understand requests are based on the principles of this code
- ⌚ Bad language or derogatory language is not heard around the school
- ⌚ The Board of Management continue to be actively involved in the promotion, implementation and review of the code of behaviour
- ⌚ Behavioural plan strategies are being implemented where necessary and all relevant educational stakeholders have been part of this process
- ⌚ Where cases of suspension and / or expulsion have occurred the procedures as outlined in this policy have been followed
- ⌚ Teachers are keeping factual records of incidents of poor / disruptive behaviour in their classes
- ⌚ Teachers are using the yard book to record incidents of misbehaviour and any other observations of note in relation to the children at playtime
- ⌚ Serious incidents or issues are recorded in the pupil files
- ⌚ Behaviour is noted in parent / teacher meetings and in end of year pupil reports
- ⌚ Parents are informing the school about their child/ren's absences