



**DALKEY
SCHOOL
PROJECT**
NATIONAL SCHOOL
EDUCATE TOGETHER

Code of Behaviour Policy

DALKEY SCHOOL PROJECT

**GLENAGEARY LODGE
GLENAGEARY
CO. DUBLIN**

September 2020

The review of this policy has been conducted in connection with the Re-opening DSP Covid 19 Plans. The Covid 19 Amendment to Code of Behaviour is inserted at the end of the policy.

Under Section 23 of the Education Welfare Act 2000 the Board of Management is required to prepare a Code of Behaviour in accordance with the guidelines issued by Túsla (formerly NEWB). In section 23(2) it details that the Code of Behaviour shall specify:

- The standards of behaviour expected of each student
- The measures that shall be taken when a student fails or refuses to observe these standards
- The procedures to be followed in relation to suspension and expulsion
- Procedures to be followed in relation to a child's absence from school.

The policy is reflective of the child-centred nature of the Dalkey School Project NS and the respectful, inclusive relationships that underpin the school's ethos.

The Code of Behaviour will apply to any school-related activities including:

- School tours and outings
- Events organised by the school
- Extra-curricular activities.

In accordance with Section 23(4) of the Education (Welfare) Act 2000, parents wishing to enroll a child in the school shall be provided with a copy of this Code of Behaviour Policy (available to download on the website: <https://www.dspns.ie/policies/> - hard copy available by request from the office). It shall be a condition of registering a child as a student of the school that the parents/guardians of that child confirm in writing that the Code of Behaviour Policy is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by their child.

A copy of this policy will be made available to all parents/guardians and children. The policy has been ratified by the Board of Management, approved by the Patron and will be reviewed at regular intervals.

Signed: 
Chairperson

Date: September 2020

Aims of the Policy

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To prevent and eliminate bullying
- To ensure that the school's expectations and strategies are widely known and understood through an ethos of open and effective communication
- To encourage the involvement of both home and school in the implementation of the Policy

Responsibility of Pupils

Pupils are involved in the on-going implementation of the Policy through:

- General conduct
- Participating in classroom guides/rules
- Taking part in assemblies
- Working on Student Council
- Buddy systems

Responsibility of Adults

The adults encountered by the children at school and at home have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. The Policy as it applies to the school community ensures that the rights of the children are upheld.

As adults, we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, religion, disability, sexual orientation, membership of the Traveller Community, marital/civil status, family status
- Show appreciation for the efforts and contributions of all

- Ensure that our children come to school, on time, refreshed and prepared for work
- Ensure children come to school with homework completed (if homework is not completed, a note must be supplied by parent/guardian)
- Take an active interest in the learning and concerns of children
- Work towards effective communication between adults and children within the school community

General School Rules:

1. Respect people in our school community.
2. Respect property in our school.
3. Play and work safely.
4. Be polite and considerate at all times.
5. Stay inside the school grounds and boundaries.
6. Be punctual.
7. Absence notes must be provided.
8. Observe the Dress Code, and any other policies (e.g. Health and Safety Policy) adopted by the school from time to time.

Class Rules:

1. Do your best and let others do the same.
2. Be fair and honest with classmates and staff.
3. Observe classroom rules and routines.
4. Move around the classroom quietly and carefully.

Playground rules:

1. Always play safely and kindly.
2. Children walk calmly and safely to and from the yard.
3. Keep inside designated boundaries.
4. Always ask permission to leave the yard.
5. Respond to the bell.
6. Protect and care for the living things in our school grounds.

Procedures for Playground supervision

1. General school rules and playground rules apply.
2. Yard Book available for duty teacher to record inappropriate behaviour.
3. Reported medical information is on display in the staffroom and listed in the Yard Book.
4. Adults should report to the teacher on duty before approaching a child in the playground.

Procedure for Emergency Supervision

1. Staff can refer children to the First Aid/Emergency Room.
2. Otherwise, a note from parent/guardian should be supplied.

Dress Code

The school does not require children to wear a uniform. All T-shirts, sweaters and other forms of clothing bearing the school logo are optional.

There are, however, some basic rules about dress which need to be observed. All children should come suitably dressed for attending a primary school where the age is 4 years to 12 or 13 years.

In particular:

- It is essential that the clothes the children are wearing are safe for playing in the yard, for example:
 - Shoes should be flat and tied properly;
 - Very wide and/or very long trousers or skirts are not suitable for safety reasons;
- Bikini type and off the shoulder tops, extremely short skirts or shorts are not suitable dress for school;
- No underwear should be showing;
- Only small stud earrings are permitted;
- The use of make-up is not permitted;
- Sun cream/ hat should be provided by parents/guardians for your children during the summer term;
- Children should dress suitably for PE and movement activities (e.g. tracksuit, leggings, shorts). Jeans are not suitable for PE and movement activities. Runners/trainers should be worn. Hair should be tied up. No hard hair bands/clips should be worn.

Class Charter/Rules

A class charter/rules reflect and support the school rules and 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 behaviour (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/guardians will be contacted at an early stage.

Incentives

Part of the vision of Dalkey School Project National School 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 solely on academic merit or particular extrinsic goals apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their potential. Children will be encouraged, praised and acknowledged by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements and improvement towards goals. Positive behaviour is praised.

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

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book/homework notebook
- 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 mention to parent/guardian, written or verbal communication

Reward Samples

- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- Homework Vouchers
- Certificates
- Golden Time
- Student of the week
- Recognition at Assembly
- Small prizes/ a sweet
- Bonus playtime

Children with Special Needs

All children are required to comply with the Code of Behaviour Policy. However, the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, special needs assistant, learning support resource teacher, and/or the Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Relevant professional advice from psychological assessments will be considered.

The children in the class or school may be taught strategies to assist a pupil with special needs to

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

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of minor misbehavior are dealt with by the class teacher or a member of staff. In cases of serious misbehaviour or single instances of gross misbehaviour, parents/guardians will be notified at an early stage and may be invited to meet the teacher and/or the Principal to discuss their child's behaviour.

The following is a non- exhaustive list:

Examples of Minor Misbehaviour

- Running in the school building
- Littering around the school
- Being discourteous or unmannerly
- Being disruptive in class
- Disobedience
- Minor breaches of General, Class and Playground Rules
- Minor damage to property

Examples of Serious Misbehaviour

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation) which falls short of Gross Misbehaviour
- Telling lies
- Rudeness or disrespect in addressing a staff member and adult volunteers
- Deliberate, continual disobedience
- Threats or physical hurt to another person which falls short of Gross Misbehaviour
- Deliberate damage to property
- Minor theft
- Use of unacceptable language
- Name calling
- Inappropriate behaviour or gestures
- Serious breaches of General, Class and Playground Rules
- Persistent minor misbehaviour will be classified as Serious Misbehaviour
- Use of mobile phones or electronic equipment with recording capabilities without staff permission
- Persistently engaging in activities which have been identified by members of staff as

dangerous

Examples of Gross Misbehaviour

- Aggressive, threatening or violent behavior including physical assault or verbal abuse
- Leaving school premises without permission
- Serious theft
- Serious damage to property
- Endangering self or fellow pupils in the class or the yard
- Bringing weapons or dangerous substances to school
- Very serious breaches of general, class and playground rules
- Persistent incidents of serious misbehaviour will be classified as gross misbehaviour

BULLYING

Definition of Bullying

Bullying can be a serious problem which some children may encounter and one which is of great concern to parents/guardians and teachers. It is a problem which requires cooperation between schools and parents/guardians in seeking solutions. Bullying can be physical, verbal or emotional and may be carried out by groups or by an individual. Name calling, teasing and taunting, rude gestures, intimidation, isolation and extortion are some of its forms.

Bullying consists of repeated inappropriate behaviour whether by word, by physical action or otherwise, directly or indirectly applied, by one or more person against another person or persons which undermines the individual person's right to personal dignity.

Signs of Bullying

Possible signs that a child is a target of bullying:

1. May begin to do badly at school.
2. May have unexplained bruises or scratches and may be evasive when questioned about them.
3. May begin to bully other children in the family.
4. May be unwilling to go to school or to walk to or from school.
5. May come home regularly with books or clothes torn or missing.
6. May be unhappy about going to school.

Why do some children engage in this behaviour?

1. They may be bullied themselves by parents/guardians or siblings.
2. They may feel inadequate and lack confidence.
3. They may feel under pressure to succeed at all costs.
4. They may find it difficult to socialise with their peers.

What do you do if your child is engaged in this behaviour?

1. Get your child to acknowledge that he/she is involved in such behaviour.
2. Try to find out if this is a temporary response to something else in the child's life.
3. Talk to your child and try to get him/her to understand how the targeted child feels.
4. Talk to the child's teacher.
5. Such children often suffer from a lack of confidence. Don't compare your child's achievement with others. Praise helpful kind behaviour at every opportunity.

What to do if your child is being bullied

1. Stay calm and don't over-react. Your reaction may convey a sense of anger or disappointment to the child and could be counter-productive. Let him/her know that they are not at fault and that this problem can be overcome.
2. Build confidence and independence.
3. Teach the child that he/she has the right to say "NO".
4. Talk to the teacher.
5. If the bullying is physical – don't tell the child to hit back.
6. Some children may be more vulnerable and may need help to socialise. You can facilitate this by inviting children to play and by enlisting the help of other parents/guardians.
7. It is important to tell children that some situations are dangerous and that safety must come first. Teach them to *get away and tell*.

Procedures to be followed if bullying behaviour is reported

1. The class teacher will talk to the children concerned and try to reach a solution.
2. If this is not successful, the Principal will talk to the targeted child/children and to those accused and get them to write down (if possible) what happened.
3. The Principal will speak to any others who witnessed the incident.
4. The Principal will make an assessment of the situation, and convey that outcome to all the pupils concerned, the class teacher and parents/guardians. Sanctions may be imposed. Parents/guardians will be invited to discuss the situation.
5. Parents/guardians will be kept informed of any further developments, and the children will be monitored for an agreed period.
6. In the event of the continuation of bullying behaviour, the procedures leading to suspension in the Code of Behaviour Policy will be invoked.

A single very serious incident will warrant immediate suspension.

Every child is expected to do his/her best to ensure that such behaviour does not happen, and has a responsibility to report any incidents of bullying behavior to parents/guardians or a member of staff. This is not 'telling tales'. Parents/guardians should also encourage their children to report such behaviour. Bullying behaviour can only be dealt with if it is reported.

Sanctions

The use of sanctions or consequences should be characterised by certain features:

- It should be as clear as possible why the sanction is being applied.
- The consequence should relate as closely as possible to the behaviour.
- It should be made clear what changes in behaviour are required to avoid future sanctions.
- Group punishment should be avoided as it breeds resentment.
- It should be the behaviour rather than the person that is the focus.

The following sanctions are indicative of the types of sanctions which may be taken when the children misbehave. They are listed generally in order of severity. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again and, if necessary, to help the pupils to devise strategies for this. These sanctions may be invoked singly or a number of sanctions may be applied together depending on the severity of the misbehavior in question. General problems may also be discussed with particular classes or during whole-school assemblies. In all cases, the Principal and teachers will endeavour to make fair and reasonable judgments on the strategies or sanctions to be employed. They will avoid, where possible, any early escalation to severe sanctions. Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety or in accordance with the Suspension and Expulsion procedures.

Examples of Sanctions

1. Discussion/reasoning with pupil.
2. Verbal reprimand including advice on how to improve.
3. Temporary separation from peers within class (time-out) and/or temporary removal to another class.
4. Teacher communication with parent/guardian – message in journal/misbehaviour slip/ writing out the story of what happened (sent home to be signed by parent/guardian).
5. Prescribing additional work (including written apology for misbehaviour).
6. Loss of privileges e.g. Bonus playtime.
7. Detention during break.
8. Referral to the Principal.
9. Written warning from Principal.
10. Communication between Principal and parents/guardians.
11. Referral to Board of Management.
12. Suspension.

13. Expulsion.

Minor Misbehaviour

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. Each teacher may administer mild sanctions such as those listed at 1 to 7 above, or equivalent, with or without referral to the Principal. In particular, a teacher may exercise discretion as to whether behaviour in this category properly needs to be brought to the attention of the Principal.

Sanctions should relate as closely as possible to the behaviour. For example, a child who does not do his work in class or has not completed his homework may be detained at break time to finish the work.

Referral to Principal

Overall responsibility for discipline within the school rests with the Principal Teacher. A child will be referred to the Principal for all serious misbehaviour and/or gross misbehaviour, and may be referred at the discretion of a teacher for minor misbehaviour, where the teacher believes that this may benefit the child in improving his/her behaviour.

Records of Behaviour

1. Class teachers may keep behaviour notes on file in class.
2. Prescribed additional work may be kept in pupil's individual files in principal's office.

Suspension Procedure

Suspension will be in accordance with the terms of Rule 130 (5) for National Schools, which states:

Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the chairperson or the principal to exclude a pupil or pupils from school the maximum initial period of such exclusion shall be three school days.

A special decision of the board of management is necessary to authorise a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the board of management may authorise a further period of exclusion in order to enable the matter to be reviewed.

1. Suspension will be considered for gross misbehaviour or serious misbehaviour.
2. Save in the case of immediate suspension, the Chairperson of the Board of Management

will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal. At such meeting, the misbehaviour will be discussed and where appropriate, alternatives to suspension will be considered. This may require the parents/guardians to give an undertaking to ensure that their child will comply with the Code of Behaviour Policy.

3. Following such meeting (or, if the parents/guardians fail or refuse to attend without good reason, following the date on which such meeting would otherwise have taken place), the pupil may be suspended for a temporary period.
4. The Chairperson or the Principal is authorised by the Board of Management to sanction suspension for a period of up to three days without reverting to the Board of Management, but the Board of Management may sanction a longer period of exclusion in accordance with Rule 130(5).
5. Parents/guardians will be advised of the suspension or the possibility of suspension in writing. The terms and date of the termination of the suspension will be communicated in writing.

Immediate Suspension

Immediate suspension for up to three school days can and may be invoked by the Principal in the case of serious misbehaviour/gross misbehaviour, which constitutes a danger to the child or others, or which is unduly disruptive to the education of other pupils.

Procedure

1. Parents/guardians will be contacted immediately to take child home. The child will be removed from the classroom and supervised until parent/guardian arrives to collect child.
2. The Chairperson of the Board of Management to be informed. The Secretary to the Board of Management will be informed if the Chairperson is unavailable.
3. At the end of the immediate suspension period, the child may be reinstated in accordance with the provisions below, or the Board of Management may approve a further period of exclusion in order to enable the matter to be reviewed.
4. Following suspension, the parents/guardians will be advised in writing of the terms and date of the termination of the suspension.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parents/guardians may apply to have the pupil reinstated to the school. The parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the Code of Behaviour Policy 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 or unduly disrupt the education of the other pupils. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Expulsion

Expulsion may be considered in an extreme case, in accordance with the Education Welfare Act 2000 and in accordance with Rule 130(6) for National Schools, which states:

No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the patron and unless alternative suitable arrangements are made for the enrolment of the pupil at another suitable school.

Before suspending or expelling a pupil, the Board of Management shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act, 2000

Appeal

Parents/guardians may appeal suspensions (over 20 days in any one school year) and expulsions to the Secretary General of the Department of Education and Science under Section 29 of the Education Act 1998 (as amended).

Written Records

The school will keep a written record of all instances of serious misbehaviour and gross misbehaviour, and sanctions used, as well as a record of improvements in the behaviour of children who cause disruption. Parents/guardians are entitled to view the records of their children in accordance with section 9(g) of the Education Act, 1998. Requests to view such record should be notified to the Principal.

Parental Concerns and Grievance Procedures

It is recognised that the implementation of this Policy requires a high level of cooperation between staff and parents/guardians, all of whom have a common aim in fostering a positive school environment where there is the highest possible degree of consensus about standards of behaviour.

Any parent/guardian who has a concern about any aspect of this Policy and/or its implementation as regards their child should feel free to raise that concern with the school. The school believes

that communication with parents/guardians is vital in this regard and would prefer to address any concerns a parent/guardian may have at the earliest possible stage.

Any parent/guardian who has a concern should, in the first instance, contact the child's class teacher. Where a parent/guardian does not believe this is appropriate given the nature of the concern or, having spoken to the class teacher, needs to raise the concern further, the parent/guardian should make an appointment with the Principal. Where a parent/guardian believes that his or her concerns have not been adequately addressed by these means, the parent/guardian may contact the Chairperson of the Board of Management and request that the concern be considered by the Board. Please refer to the Complaints Procedure and Communications Policy at www.dspns.ie/policies/.

Conclusion

The safety and wellbeing of all children attending our school is of the utmost importance to us. This policy should be read with reference to other relevant school policies including Positive Behaviour Policy, Anti-Bullying policy and Acceptable Use of Technology Policy.

Covid 19 Amendment to Code of Behaviour

Behaviour Principles

In light of the need for pupils to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils (and their parents/guardians) will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and to place their wellbeing at the forefront of everything we do. These amendments will need to be communicated to pupils, parents/guardians and staff.

In order to address the risks associated with Covid 19 and to implement restrictions to counter those risks, Dalkey School Project National School has made some changes which have been communicated to the school community, including introducing:

Behaviour Expectations:

- Amended expectations about breaks and play times, including where children may or may not play
- Clear rules about coughing or spitting with malintent at or towards any other person (Please note that any intentional Covid-based poor behaviour (e.g. coughing or spitting on anyone on purpose or any taunting or teasing about Covid, anxiety, mask-wearing etc.) will be considered Serious Misbehaviour and will be referred immediately to the Covid team, Principal and parents/guardians)
- Clear rules for pupils at home about conduct in relation to remote education

School Routines and Procedures:

- Altered routines for arrival or departure
- Instructions on who pupils can socialise with at school (introduction of bubble and pod systems)
- New ways of moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
- Rules about sharing any equipment or other items including drinking bottles
- Use of toilets

Hygiene and Health Expectations:

- Additional school instructions on hygiene, such as hand washing and sanitising
- High expectations about sneezing, coughing, tissues and disposal (re-enforcing the **'catch it, bin it, kill it'** message) and encouraging children to avoid touching their mouth, nose and eyes with hands

- Encouraging children to tell an adult if they are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum changes to support children, e.g. more outdoor learning, social stories, circle time, SHPE collective focus
- Additional support that pupils can access above and beyond classroom provision if required – use of school counselling provision

Dalkey School Project NS

Code of Behaviour Agreement

Parents/Guardians, please sign the following undertaking and return this form to the school:

I confirm that I have discussed the expectations of positive behaviour inherent in this policy with my child (name) _____.

We agree to uphold this policy.

Signed by Parent/Guardian: _____

Date: _____