



**St. Michael's School**

**Code of Behaviour**

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## **1.0 Introduction and Rationale**

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The Code of Behaviour Policy has been developed in line with our School Ethos, Mission Statement and Schedule for Catholic Schools.

St. Michael's School provides a secure, healthy and caring environment which values the uniqueness of each person. (*Mission Statement*)

We strive to build an educational system which is based on respect for persons, on the recognition of their potential, and on the acceptance of human limitations. We endeavour to foster an all-round growth and development of each person, ensuring that the educational approach meets individual requirements.

All pupils, from whatever background or level of ability, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential.

St. Michael's School is not a school that caters for students with emotional and behavioural difficulties. (*Admissions Policy*)

Teachers are viewed as being *in loco parentis* during the course of the school day and as having certain parental powers delegated to them, so that they can perform their duties. Each member of staff should be consistent in enforcing the code of behaviour throughout the School, and has an important role to play in this area. As necessary, relevant staff members will be made aware of extenuating circumstances and of particular diagnosis of pupils which may affect behaviour at a particular time and where necessary, a behaviour support plan is in place. A pupil's diagnosis is detailed in their Individual Educational Plan.

### **1.1 Aims**

In order to function effectively and to serve the particular needs of our pupils, our overall aim is to create a safe, secure and orderly environment, so that all pupils are given the opportunity to learn, achieve and be successful in our school, relatively free from disruption. We also emphasize the need for pupils to respect each other and those who work with them. We believe that pupils have a responsibility to respect the wider community and promote a positive image of the school.

The code of behaviour aims to:

- Create the conditions for an orderly school, in which effective learning and development can take place and in which there is a mutual respect for the needs and aspirations of pupils and staff.
- Ensure that teachers can deliver the educational programme and that staff members can work effectively in the interests of all pupils.
- Foster caring attitudes to one another and towards the environment
- Promote high standards of order and behaviour, thereby

- Assisting the full development of the potential of all pupils,
  - Ensuring the safety and well-being of all members of the school community,
  - Developing personalities and inculcating attitudes which enable pupils to live satisfying lives.
- Encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
  - Develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and address actual conflict as the need arises.

## 1.2 Objectives

“*Thinking of others*” should be our motto and pupils are helped to see that our school is caring of their own welfare and that of the whole school community.

Our school's objectives are to:

- Encourage an environment in which good staff/pupil and pupil/pupil relationships can develop.
- Develop in pupils a sense of responsibility to themselves, to the staff and to the school.
- Recognise, reward and publicise the positive behaviour and achievements of pupils on a Good News Board.
- Create an atmosphere of courtesy and tolerance.
- Recognise the importance of attendance, punctuality and appearance.
- Prevent pupils being disadvantaged by the behaviour of others.
- Promote the care of, and respect for:
  - Pupils, Staff and School Community
  - The property of pupils, staff and students on work experience
  - The premises/resources of the school and environment.
- Encourage acceptable behaviour:
  - On school and public transport
  - On the roads to and from school
  - In the environment of the school
  - While on school approved outings and when representing the school at out-of-school activities

## 2.0 Underpinning Principles

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We recognise the variety of differences that exist between pupils and the need to respect these differences. As a staff, we are conscious of the ongoing need to ensure that the code of behaviour is implemented in a fair and consistent manner. A high standard of

behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents/guardians.

## 2.1 General Guidelines

The overall responsibility for discipline within the school rests with the Principal Teacher. The ISMT assist the Principal in implementing school discipline, and maintain, as far as possible, a supervisory presence on the school campus. 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. Breaches of discipline are dealt with by the staff in a caring, supportive and fair manner. A pupil will be referred to the Principal Teacher for serious breaches of discipline and for repeated incidents of minor misbehaviour.

## 3.0 School Environment

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1. In the interest of safety, pupils are asked to use the allocated entrances and exits at all times
2. Pupils must not climb over any of the boundary fences, walls or barriers
3. Pupils are expected to remain within the playground boundaries during breaks
4. Pupils are expected to **walk** on the corridors and stairs, showing respect and consideration for staff and other pupils at all times

## 3.1 CCTV

The school has installed a CCTV camera system to assist in supervising and monitoring pupils' behaviour in the school environment. These cameras have been installed to optimise the safety of both pupils and staff in the school. There are sixteen cameras in total, covering the following areas:

- Foyer
- Area at Senior Girls and Boys Toilet doors
- Area at Junior Girls and Boys Toilet doors
- Reception and front door area
- Side door to the right of the statue of Our Lady
- Prayer Room Corridor
- Three pathways at garden area adjacent to Cookery Kitchen / Prayer Room
- Grass area at exit door opposite Junior 4
- Outside front of New Building
- Dinner Room Corridor
- Main Corridor at Junior 2
- Main Corridor at Junior 5
- Main Corridor at St. Louise's Class / Girls Senior Toilets
- Corridor in New Building showing Fire Door
- Corridor in New Building showing Toilet Doors
- Steps entering the Yard and view of Gymnasium Door

## **4.0 Attendance at School – Information Booklet**

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Punctuality and regular attendance by the pupils is expected.

- The pupils must have a letter from their Parent/Guardian when early departure from school is requested.
- The Parent/Guardian of a pupil who is absent from school shall notify the Principal of the school with the reasons for the pupil's absence. This is done by completing the appropriate section in the pupil's journal which is recorded on the Aladdin System. There is a statutory obligation as outlined in the Education (Welfare) Act 2000 to report pupils' absences to the National Educational Welfare Board, irrespective of the reasons given for the absences. This will happen if a pupil has missed a total of 20 days in the school year, even if those absences are accounted for by letter.

### **4.1 Parental Involvement**

To help in maintaining good standards of behaviour, the Staff in St. Michael's School rely on the good will, support and co-operation of Parents/Guardians. We ask Parents/Guardians to:

- Read the Information Booklet and be familiar with its contents
- Communicate regularly with the school about any factors likely to affect the behaviour of their son/daughter in school
- Ensure that their son/daughter attends school regularly and arrives in good time, with homework completed, is suitably dressed and well equipped for the lessons of the day ahead
- Be aware of school rules and procedures, and encourage their son/daughter to abide by them
- Act as positive role models for their son/daughter in their relationship with the school
- Attend planned meetings with teachers and support school functions
- Provide the school with all the necessary background information about their son/daughter, including telling the school promptly about any concerns they have about school, or any significant change in their son/daughter's medical needs or home circumstances.

## **5.0 Standards of desirable behaviour expected from pupils**

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- Arriving on time for classes
- Recognising that all pupils have a right to share in and contribute during classes
- Applying themselves to the task, and working to the best of their ability
- Having their own books/equipment for the appropriate class
- Co-operating with the staff and peers on shared activities
- Listening, without interrupting
- Showing respect for the views, ideas and property of others

- Tolerating differences and accepting difficulties of others
- Adhering to the accepted conventions of courtesy and good manners
- Responding positively to opportunities to act independently of the teacher/special needs assistant
- Showing initiative at age appropriate level
- Showing willingness to write down homework.

## **5.1 Strategies for Promoting Positive Behaviour**

Fostering of good behaviour and acknowledgement of good work plays an important role in overall discipline. Positive behaviour is acknowledged at Assemblies. The Public Address System is used to commend achievements.

As a Staff, we believe in promoting positive behaviour by:

- Providing an appropriate broad curriculum
- Good quality teaching
- Using varied teaching approaches
- Developing a pleasant, safe and stimulating learning environment
- Developing co-operative learning
- Giving constructive feedback to pupils about their work and progress
- Communicating in journals or by telephone with Parents/Guardians
- Encouraging good relationships and affirming good behaviour
- Striving for high standards and having high expectations
- Stating clear and consistent expectations
- Exploring with pupils how people should treat each other
- Directing pupils to understand why the Code of Behaviour is important and that it is carried out in a fair way
- Granting appropriate recognition and rewards. These include stars, stickers, homework vouchers and pupil of the week. (Age Appropriate)
- Delegating some special privileges or responsibilities.
- Look at other things working well
- Use of 'Good news' card.

A particularly important event is our Annual Prize-Giving Day in the Summer Term. The Assistant Principal II, in consultation with staff recognises, among others, many of the following areas:

- Pupil of the year
- Most outstanding contributor in the class
- Kindness and concern for other pupils
- Treating others with respect
- Best classroom helper
- Best attendance during the year
- Best Homework achievements
- Showing common sense and maturity

- Developing a positive classroom atmosphere
- Acceptance of correction
- Effort made to eat a healthy snack
- Continuous effort to wear school uniform
- Awards are also given for individual subjects and Sport.

## **6.0 Unacceptable Behaviour**

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Unacceptable behaviour is categorised under Minor Breaches of Discipline and Serious Breaches of Discipline. Judgement on the part of staff is based on a common sense approach with regard to the gravity and frequency of breaches of discipline.

**Breaches of behaviour of a minor or more serious nature will be dealt with accordingly, taking into consideration the severity, impact and nature of the misbehaviour.**

### **6.1 Examples of Minor Breaches of Discipline**

- Not wearing school uniform
- Not completing homework
- Hoods up in school building
- Interrupting class work
- Not attending class on time
- Refusal to return to class on time from breaks
- Being unmannerly and discourteous
- Name calling/bad language
- Running on corridors/pushing on stairs/ramp
- Throwing litter around classroom or school grounds
- Not having Journal in school
- Eating in classrooms other than at designated times
- Wearing of excessive jewellery
- Possession of and/or use of chewing gum.

These are examples of minor breaches of discipline and this list is not exhaustive.

### **6.2 Examples of Serious Breaches of Discipline**

This list varies from less serious, to those of a more severe nature.

- **Persistent Minor Breaches of Discipline.**
- Hiding in bathrooms or on school grounds
- Persistent disruption of teaching and learning
- Throwing objects in yard/classroom
- Damaging other pupils' property/school property
- Using graffiti on school property or school furniture
- Deliberate misuse of equipment during practical subjects



- Possession or display of unsuitable materials
- Telling lies
- Stealing
- Using unacceptable language/offensive language towards a staff member and/or pupil.
- Harassment, discrimination & bullying of student/s or staff.
- Physical or Verbal Aggression towards others
- Making threats of and deliberate violent behaviour towards another pupil or staff causing harm or putting him/her at risk of a serious injury
- Recording any images of the school building, staff or pupils using an electronic device
- Refusal to hand over phone or electronic device
- Inappropriate touching or invasion of others' personal space
- Leaving school premises or going beyond school boundaries within Glenmaroon environment
- Possession of cigarettes, smoking and vapes.
- Possession of alcohol in school
- Possession, use, promotion for sale or sale of solvents or non-prescribed drugs
- Use of mobile phone in school.
- Taking photographs, audio recordings or photographic images of staff or pupils by any media, e.g. camera phones
- Inappropriate use of any electronic device
- Persistent misbehaviour in school causing concern for safety of others

## **7.0 Strategies for Addressing Unacceptable Behaviour**

The school rules are clearly stated in our Information Booklet, a copy of which is given to all parents/guardians at the beginning of each school year. New rules may be introduced as and when circumstances arise. Rules are enforced consistently and fairly. Staff are committed to addressing unacceptable behaviour.

- Rules in each class are consistent with the Ethos of the school in terms of safety, learning, communication and respect
- Staff and pupils together devise the rules
- Rules are expressed in positive terms
- Rules are discussed and displayed in classrooms, school corridor and addressed at Assembly
- Sharing of good news and positive behaviours at Assembly.
- Rules and routines are explicitly taught
- All rules are modelled by staff
- Some skills are specifically taught in the S.P.H.E. Curriculum – communicating skills, appropriate ways of interacting and behaving and conflict resolution skills.
- Understanding of rules is checked and pupils are encouraged to explain rules in their own words
- Parental involvement is essential and expected in addressing unacceptable behaviour

- Additional support for some pupils is managed through the help of Special Needs Assistants
- Concise arrangements for supervision are in place and are reviewed regularly at staff meetings
- A high level of organisation and supervision is in place at the times of arrival and dispersal of pupils and also during wet days when they remain indoors for breaks.

## **7.1 School's response to Misbehaviour requiring Internal Reflection Time**

The primary reason for internal exclusion/time out is to protect pupils' and staffs' rights (including the right to feel safe and the right to learn). It gives the pupil and the others in the classroom/group time to cool down and regain composure. The pupil learns to make the connection between behaviour and accountability.

If a pupil continues to disrupt a lesson he/she may need to be withdrawn from the classroom. Reasons for internal exclusion may include:

- Persistent disruption to lessons involving shouting/screaming
- Foul and abusive language to staff and pupils
- Misuse of equipment and furniture
- Bullying and unpleasantness to others
- Refusal to follow school procedures
- Threatening/aggressive behaviour towards others

The following procedures are followed:

- The pupil may be separated from the class/group in the classroom or outside
- Clear, firm direction is given respectfully to the pupil
- Arguments, discussion or bargaining must be avoided
- Class is redirected to their work in a calm manner
- Record of behaviour/exclusion completed in the red book
- Supervision of pupil and class is maintained throughout period of exclusion
- If the pupil refuses to leave, additional help is sought from Principal/In-School Management Team and parents/guardians are contacted. If necessary a positive behaviour support plan may need to be in place with proactive strategies to address this behaviour.

## **8.0 Behaviours of Concern**

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We value the uniqueness of all pupils within a caring school community. We believe that:

- All staff and pupils have the right to work in a safe and secure environment
- Parents/guardians should be comfortable in the knowledge that their child is being educated in a safe, caring and respectful environment.

We maintain a safe environment by:

- Reflecting on decisions and outcomes
- Learning from experience gained
- Being proactive rather than reactive.

With no universally accepted definition to be included of what constitutes challenging behaviour, some common definitions identify key elements of:

- Intensity, frequency and/or duration of the behaviours,
- The negative effects the behaviour has on everyone concerned
- How services become ineffective to protect people.

The use of physical restraint is not practiced here in St. Michael’s School. With the approval of the Board of Management, training will be provided to staff to support them in managing behaviours and to provide a consist approach to all staff members regarding same.

No matter how skilfully and sensitively pupils are managed, a small minority may occasionally engage in behaviours of concern, which threatens the safety of other pupils and staff. The pupil is encouraged to respond to requests to calm down, he/she should be removed from the situation as soon as possible. The Principal/Deputy Principal/Assistant Principals are informed, will respond and take immediate action to contact and involve parents/guardians. Positive behaviour support plans should be in place for pupils presenting with behaviours of concern. Where necessary, a risk assessment may need to be completed which will inform the positive support plans.

## 8.1 Types of Behaviours of Concern

- Physical aggression towards self and/or others, e.g. lashing out, knocking furniture over etc.
- Real danger of injury to self and/or others
- Inappropriate use of mobile phones, electronic devices (e.g. to record, video or publish online)
- General disruption of a persistent nature in whatever else is going on within that environment including verbal aggression
- The increased likelihood that the pupil involved will participate less and less in educational activities
- Stress for everyone involved – the pupil, other pupils, staff and any students on placement and indirectly the family
- Non compliance with requests from staff and/or pupils.

## 8.2 Managing Behaviours of Concern (SESS)

<p><b>I-ASSIST</b></p> <p><u>I</u>solate the situation  <u>A</u>ctively listen  <u>S</u>peak calmly, assertively and respectfully</p>	<p><b>This Avoids:</b></p> <p>Audience effects  Negative expectations  Aggressive/disrespectful language</p>
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<u>S</u> tatements of understanding <u>I</u> nvoke pupil to consider positive outcomes <u>S</u> pace to pupil to consider <u>T</u> ime to pupil to respond	Thoughtless coercive commands Threats or suggestions, e.g. don't you dare Crowding and pressuring Demand for immediate compliance
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**Refer to Seven Principles for Effective Verbal Intervention - Appendix I**

### **8.3 Facilities/Supports in Managing Behaviours of Concern**

- Positive behaviour support plan should be in place detailing proactive
- Supervision levels increased, e.g. availability of a Special Needs Assistant and of the Principal/Deputy Principal/Assistant Principal
- Consistency and Communication
- Supporting staff, e.g. after incident. Staff will be facilitated to debrief with and supported by a colleague as appropriate.
- As necessary staff can come together and investigate what happened and how to respond/ address in the future.
- Record keeping
- Intervention by/assistance from outside agencies where access is available
- Staff development and training.

### **9.0 Teacher Response to Misbehaviour**

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Breaches of discipline should be dealt with **swiftly** by the teachers. Any breaches in discipline, either in the classroom, school yard or school environs, witnessed by any member of staff will be addressed by them in a calm and gentle manner with the student. As necessary, staff should report incidents to the class teacher/teacher on duty, who will lead any subsequent actions and where necessary, a report of the incident will be completed by staff involved. If there is a repetitive nature to a pupil's misbehaviour or a pupil presents with behaviours of concern, a positive behaviour support plan should be in place to support the pupil. Both teacher(s) and SNA(s) working with the student will be involved in the drafting and implementation of the plan. Where such a plan exists, the staff involved with the pupil should as far as is reasonably practicable, be the ones to deal with misbehaviours. A list of pupils with such plans will be compiled and made available to all staff via Aladdin. Staff should be aware of this list which will be updated as necessary. These plans will be made accessible to staff. Teachers, in loco parentis, are responsible for addressing discipline and issues arising within their own classrooms and whilst on supervision duties.

Staff will:

- be sensitive to the language used in describing inappropriate behaviour
- make every effort to understand the reasons leading to incidents
- use school's recording system
- follow procedures as outlined in the Code of Behaviour and as printed in the Information Booklet.

## **9.1 Recording Behaviour**

The class teachers are provided with two folders which include:

- Anti-Bullying Behaviour Tracker (Appendix 2)
- DES Template for recording bullying behaviour (Appendix 3)
- Behaviour, Detention & Uniform Record Book (Appendices 4,5 & 6)

Indiscipline is recorded on the Behaviour Record Sheet or Anti-Bullying Behaviour Tracker, as appropriate. After three incidents of misbehaviour, the book should be sent to the office. A copy of the record sheet is posted to parents/guardians who may also be contacted by telephone. The record should indicate the warnings and/or advice given to the pupil on the misbehaviour and the consequences of its repetition. Pupils should be informed which instances of behaviour on their part are being recorded. Where necessary, Behaviour Support Plans may be put in place and should be extended / continued on school transport services as deemed necessary by staff.

Any incidents of bullying are dealt with in accordance with our Anti-Bullying Policy.

A Serious Incident Book is available from the office to record serious breaches of misbehaviour.

When necessary, prior to the completion of three incidents, the above may be used to inform parents/guardians. Parents/guardians are generally contacted as soon as possible when a serious incident is recorded.

An Incident Record Sheet is available to Bus Escorts (Appendices 7 & 8) to be used for the recording of incidents on school transport services, a copy of which is retained in the school and may be sent to parents/guardians.

The driver/bus contractor reports any serious incidents on school transport services to Bus Eireann in the interests of safety for all travelling on this service.

## **10.0 School Procedures in response to misbehaviour**

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1. The School response to misbehaviour follows closely the guidelines set out by the Department of Education and Skills.
2. Sanctions for the infringement of School Rules will be determined by the Principal/Staff.
3. Disciplinary decisions are taken in a spirit of concern for the individual pupil. The welfare of other pupils may also be a factor in such decisions.
4. Should an incident be repeated of a more serious nature, the school will keep a record. Parents / Guardians will be contacted by telephone.
5. Repeated misbehaviours, challenging in nature, will be dealt with in a sensitive, tolerant and positive manner which will aid the growth and development of the unique individual concerned.

The following is the general procedure which is used to deal with misbehaviour and includes a written report in the Class Behaviour Record Book:

1. Discussion with pupil
2. Initial warning given
3. Sanctions. May include:
  - Temporary separation from other pupils
  - Detention during mid-morning break and/or lunchtime under supervision
  - Withdrawal of privileges e.g jobs around the school, positive affirmation opportunities afforded to other pupils, e.g. golden time.
  - Notification in journal, behaviour recorded
4. Inform the Principal/Parent/Pupil of the next step
5. Meeting with Parents, Staff and/or Principal
6. Suspension (temporary) for serious misbehaviour
7. Expulsion, in accordance with Section 24 of the Education (Welfare) Act 2000.  
In the case of serious misbehaviour, an Incident Report is written and the issue is dealt with immediately.

## **10.1 Sanctions for Misbehaviour**

Sanctions:

- Show disapproval and discourage unacceptable behaviour
- Help pupils learn about appropriate behaviour
- Signal to other pupils and staff that their well-being is being protected
- Prevent serious disruption of teaching and learning.

They should be, as far as possible, relevant, related to the misbehaviour and flexible to address individual circumstances. Curriculum subjects, such as Art and P.E., will not be withdrawn from a pupil except where her/his behaviour in such a class is a source of danger or disruption to others.

In imposing a sanction, it is the misbehaviour which is unacceptable and not the individual. Our approach will be of a positive /supportive nature and at all times will be a low arousal approach, see Appendix 9.

## **10.2 Positive Behaviour Support Plans**

Taking into consideration a pupil's diagnosed disability, a behaviour support plan may be necessary to support the pupil. This should be developed using the documentation and template provided by the NEPS Psychologist, Dr. Laura McAvinue on 5<sup>th</sup> December 2018. See Appendix 10.

## **11.0 Serious misbehaviour**

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Should an incident be of a more serious nature, i.e. intentionally injuring or attempting to injure others, maliciously undermining the status of staff in public, degrading or

disrespectful verbal abuse of staff or others, it is recommended that the staff member involved:

- Records the event in the Serious Incident Book which is available in the School office. The original copy is generally posted home or can be given to the pupil after parents/guardians are contacted. Pupils should be informed which instances of serious behaviour on their part is being recorded.
- Following consultation with the Principal/Deputy Principal/member of the In-School Management Team, phones home. Phone numbers are available in the office and from the Deputy Principal. Parents/Guardians should be kept fully informed from the outset of instances of serious misbehaviour on the part of their children.

Incidents involving knives, blades or any other threatening instrument, drugs, vapes, theft, arson, serious assault, verbal abuse, behaviour threatening the health and safety of others or damage to school property are likely to lead to suspension. In such cases Parents/Guardians are notified and are made aware of their right to appeal the decision.

Serious cases of misbehaviour must be brought to the attention of the Principal.

### **11.1 Procedures to be followed in cases of Persistent/Serious Misbehaviour**

When a behaviour problem persists, the following procedures are followed:

- If the problem persists, or in the case of serious misbehaviour, it may be necessary to have on-going discussions between the Parents/Guardians, Teachers and Principal to monitor the situation – always with the objective of helping the pupil and protecting others.
- If the case arises of a pupil being **continuously disruptive** or there is a **serious breach of discipline** by a pupil, the Board of Management authorises the Chairperson / Principal to exclude/suspend such a pupil or pupils from school. Parents/Guardians are always notified and are expected to attend a meeting with the Principal/Deputy Principal and relevant staff. A special decision of the Board of Management is necessary to authorise a further period of exclusion to allow for consultation with the pupil's Parents/Guardians. In exceptional circumstances the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.
- The ultimate sanction of expulsion shall be exercised in accordance with The Education Welfare Act 2000.

The pupil(s) may be referred with parental permission to outside agencies for the deemed necessary interventions where these exist.

Referrals may also be made to outside agencies, the Special Education Needs Organiser and the Juvenile Liaison Officer.

## **12.0 Detentions and Implementation**

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When the sanction of ‘detention’ is imposed, the pupil is detained under continuous supervision during their normal lunch-break for the period commencing at 12.35 p.m. and ending at 12.55 p.m. or for 12.15 p.m. -12.35 p.m. for pupils in the Junior school.

The sanction of ‘detention’ is imposed on a pupil under the following circumstances:

- If a teacher decides that an incident of misbehaviour warrants a detention.
- If a pupil has received three notes/entries in the Class ‘Anti-Bullying, Behaviour and Detention Record Book’.

The management and implementation of ‘detention’ periods imposed are as follows:

- a) **Initiation and Recording a Detention**
  - When a detention is warranted, the offending pupil’s initials and class name will be entered on the detention list and the detention will be enacted the following school day. The ‘detention list’ will be kept on the ‘Supervision’ noticeboard underneath the teacher ‘Detention Duty Rota’ and the detention will be taken by the next teacher available from the list. This teacher will sign their name next to the pupil’s initials on the detention list.
  - The incident of detention being applied must also be recorded by the teacher in the Class ‘Anti-Bullying, Behaviour and Detention Record Book’.
  - The teacher responsible for placing the pupil on detention is asked to send a notice on Aladdin to the next teacher on the Detention Duty Rota, to the Principal and Deputy Principal informing them that there is a pupil on detention.
- b) **Implementing a Detention**
  - On the day of the detention the pupil will come to the lunchroom with their class with either their own lunch or avail of dinner and remain in the lunchroom under the supervision of the teacher on duty (either the Principal or Deputy Principal). At 12.15 p.m. or at 12.35 p.m. (depending upon the section of the school the pupil is in) the pupil will be escorted to the foyer area where they will be collected by the teacher on Detention Duty.
  - The pupil and the Class ‘Anti-Bullying, Behaviour and Detention Record Book’ will be collected from the classroom by the teacher on detention duty. The pupil will be brought by the teacher for detention. The pupil will be given a standardised ‘Conflict Resolution Sheet’ to complete.

There are two such standardised ‘Conflict Resolution Sheets’, one for pupils in the senior school and one for pupils in the junior school. These sheets are kept in a folder in each classroom, usually in the teacher’s drawer.



- In the event that there are two or more pupils being detained, the detentions may be given on a one-to-one basis, when necessary.
- c) Ending the detention
- The detention period will end at 12.45 p.m. and the pupil will then be escorted to the yard by the teacher to join his/her class.

If a pupil refuses to attend for detention imposed, then:

- A phone call may be made to his/her parents/guardians by the class teacher. The Principal/Deputy Principal will be informed and will talk to the pupil involved. A positive behaviour support plan may need to be drawn up to address this non-compliance. A serious incident report form will be completed.
- The pupil will be expected to do their detention on the following day.
- If a pupil refuses to attend for detention again, then the class teacher may phone his/her parents/guardians for them to come to the school.

There will be a rota kept of teachers' names for detention duty (in order of seniority). If a teacher who is next on the list is unable to do the detention duty due to other supervision duties, then the next teacher on the list will take the detention duty. However, the initial teacher will not be excused from detention duty and will be on the list for the next detention duty.

### **13.0 Suspension & Expulsion – Admissions Policy**

The Board of Management is required by law to maintain a level of safety throughout the school and on all school activities consistent with the Safety, Health & Welfare at Work Act 2005 and discharges this duty through its employees, the Principal and staff.

Pupils enrolled in St. Michael's School are obliged to co-operate with and support the school's Code of Behaviour. In accordance with the Department of Education & Skills 'Rules for National Schools' (130), the obligations on St. Michael's School Board under the Safety, Health and Welfare at Work Act (2005) and the guidelines as laid down by the National Educational Welfare Board, it may be necessary to temporarily or permanently exclude a pupil from the school. The procedure necessary for suspension or for expulsion is set out in Section 24 of the Education (Welfare) Act 2000.

Suspension will be availed of either after all minor sanctions have been exhausted or as a response to a single breach of school discipline where any lesser sanction would be inappropriate in the circumstances.

The Board of Management empowers the Principal to impose a suspension. A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension of longer than three days is imposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and expected outcomes.

However, the Board of Management authorises the Principal, with the approval of the Chairperson, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened sooner. The Board of Management places a ceiling of ten days on any one period of suspension imposed by it.

Under the provisions of Section 24 (4)(a) of the Education (Welfare) Act 2000 where a pupil is suspended for a period of six or more days, the Principal shall inform the Educational Welfare Officer immediately by notice in writing.

The parent/guardian must accompany the pupil to the school for a meeting with the relevant staff prior to his/her return to school. Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents/guardians or the pupil, if over eighteen years, may appeal the suspension under Section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

### **13.1 Suspension**

Suspension/Expulsion procedures will comply with the following:

- Rule 139, Rules for National Schools
- Education Welfare Act (2000)
- CPSMA Management Board Members' Handbook
- National Educational Welfare Board – Guidelines, Developing a Code of Behaviour.

Open and clear communication is very important in the event of a suspension and on the pupil's return to school.

Implementation of procedures will take into account such factors as:

- Age of pupil
- Any particular circumstances unique to the pupil
- Pupil's previous record at the school
- The extent to which peer or other pressure may have contributed to the behaviour
- The degree of severity of the behaviour and the frequency of offences
- The health and safety of all pupils and staff
- The rights of the individual pupil and the balance of these with the common good and rights of other pupils.

### **13.2 Procedures to be followed in the event of a Suspension**

1. The Principal will contact and inform the parents/guardians and state clearly the reasons for the suspension.
2. The Principal will inform the pupil of the reason for the suspension.
3. The Principal will inform the parents/guardians and the pupil in writing of the decision to suspend.

4. The letter will confirm the beginning and ending dates of the suspension, the reasons for the suspension and the cancellation of the School Transport Services.
5. The driver and escort will be informed that transport will not be required during the period of suspension.
6. The letter will contain appointment for a meeting, giving exact date and time for parents/guardians to accompany the pupil to the school prior to his/her return.
7. The letter will contain expectations to be accepted and agreed by the pupil/parents/guardians for the return to school.
8. Parents/Guardians/Pupil will be informed of their right and how to appeal to the Secretary General of the Department of Education (Section 29, Education Act 1998)

Suspension allows pupils time with their parents/guardians to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour and to address what need to happen in order to change the behaviour. It allows time for the staff to plan and seek appropriate support for the pupil. Depending on the nature and extent of the misbehaviour, support will be sought from other agencies such as the National Council for Special Education (SENO), Túsla Child & Family Agency, the National Educational Psychological Service, Child & Adolescent Mental Health Services.

### **13.3 Removal of Suspension (Reinstatement)**

Parents/Guardians must give a satisfactory undertaking that the suspended pupil will behave in accordance with the school code of behaviour. 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. A Behaviour Plan will be prepared by staff if required. The Principal will re-admit the pupil formally back to school and when necessary to the class.

### **13.4 Expulsion**

Expulsion is the ultimate sanction. Authority to expel is reserved to the Board of Management. Every effort will be made by the staff before resorting to expulsion. Parents/Guardians will be kept informed throughout the procedure.

The procedure in the event of an expulsion is outlined in Developing a Code of Behaviour: Guidelines for Schools - National Educational Welfare Board. These procedures will be adhered to.

### **14.0 Links to other Policies**

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- Information Booklet
- Admissions Policy
- Homework Policy
- Parental Complaints Policy
- Anti-Bullying Policy

- Attendance Policy
- Substance Use Policy
- Mobile Phones Policy
- Whole School Plan for SPHE
- Health, Safety and Welfare Policy
- Child Safe-guarding Statement and Risk Assessment
- School Self-Evaluation- Wellbeing
- Acceptable Use Policy – ICT
- Absconsion Policy

## **15.0 Success Criteria**

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General good behaviour by pupils in the school engenders the following attribute;

- Pupils and staff feel safe in the school environment
- Atmosphere of discipline within the school.
- Pupils are aware of school rules.
- Staff apply school rules.
- Growth in self-discipline.
- Co-operation between parents/guardians, staff and pupils in maintaining the Code of Behaviour.
- Comments or compliments on behaviour.
- Pupils working to the best of their ability.
- Classes working to the best of their ability.
- Improvement in standards of behaviour
- Documented accommodations made to support pupils as is reasonably practicable.

Staff are currently exploring continual professional development training in managing behaviours of concern, building capacity and restorative practices, maintaining positive relations amongst staff and pupils, and peers.

This policy is an active document and staff will continue to work on further amendments or updates where necessary to address the evolving needs of pupils, supporting pupils to be reflective about and responsible for their own behaviour, and to ensure a safe and happy learning environment for all.

## **16.0 Review**

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This policy was re-visited in April 2006. The policy was then presented to the Board of Management at a meeting held on 31<sup>st</sup> May 2006. From 2006 – June 2009, the policy was revisited again when In-Service was given to staff by facilitators from the SDPS and SESS on Challenging Behaviour, Preventing and Managing Challenging Behaviour – Strategies and Skills for the Classroom and Therapeutic Management of Aggression and Violence – Daughters of Charity Service. The general procedure for dealing with misbehaviour was revised on 12<sup>th</sup> June 2007 (Staff Meeting).

The latest revision of this policy took place over a number of staff meetings in term 3 of the school year 2022/23. Proposed changes and feedback from staff groups were shared at a staff meeting held on 14<sup>th</sup> June 2023. It was presented to the Board at a meeting held on 21<sup>st</sup> June 2023.

It will be reviewed annually, in line with legislation or when the need arises.

*Sr. Bernadette Carron*  
**Sr. Bernadette Carron**  
**Chairperson, Board of Management**

21.06.2023  
**Date**

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We accept and agree to abide by St. Michael's School's Code of Behaviour. This policy is readily available on the school website [www.stmichaelsholyangels.com](http://www.stmichaelsholyangels.com).

Signed: \_\_\_\_\_  
Parent

Signed: \_\_\_\_\_  
Pupil

Date: \_\_\_\_\_

# **Appendices**

## **Seven Principles For Effective Verbal Intervention**

### **Remain Calm**

Remember, the verbal escalating person is beginning to lose control. If the person you are intervening with senses you are losing control, the situation will escalate. Try to keep your cool, even when challenged, insulted, or threatened.

### **Remove the Audience**

Onlookers, especially those who are the peers of the verbally escalating person, tend to fuel the fire. They often become ‘cheerleaders’, encouraging the individual. Isolate the person you are verbally intervening with. You will be more effective one-on-one.

### **Keep It Safe**

Be clear and direct in your message. Avoid jargon and complex options.

### **Watch Your Body Language**

Be aware of your space, posture and gestures. Make sure your non-verbal behaviour is consistent with your verbal message.

### **Use Silence**

Ironically, silence is one of the most effective verbal intervention techniques. Silence on your part allows the individual to clarify and restate. This often leads to a clearer understanding of the true source of the individual’s conflict.

### **Use Reflective Questioning**

Paraphrase and restate comments. By repeating or reflecting the person’s statement in the form of a question, you’ll help the individual gain valuable insight.

### **Watch Your Paraverbals**

Any two identical statements can have completely opposite meanings, depending on how the tone, volume and cadence of your voice is altered. Make sure the words you use are consistent with voice inflection to avoid a double message.

## APPENDIX 2 – Behaviour Tracker

**Class Teacher:** \_\_\_\_\_

**Class:** \_\_\_\_\_

Pupil's Initials	Date of Behaviour	Description of Incident	Action taken (persons involved / date / parents informed)



### Appendix 3 Template for recording bullying behaviour

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**


**3. Source of bullying concern/report (tick relevant box(es))\***

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

**4. Location of incidents (tick relevant box(es))\***

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

**5. Name of person(s) who reported the bullying concern**

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**6. Type of Bullying Behaviour (tick relevant box(es)) \***

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Brief Description of bullying behaviour and its impact**

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**9. Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

ST. MICHAEL'S SCHOOL BEHAVIOUR RECORD

Pupil's name ..... Class .....

*Please ensure that all incidents are recorded and categories completed clearly, using the codes below.*

<b>Incident:</b>		
<b>Date:</b>	<b>Reported by:</b>	<b>Category:</b>
<b>Incident:</b>		
<b>Date:</b>	<b>Reported by:</b>	<b>Category:</b>
<b>Incident:</b>		
<b>Date:</b>	<b>Reported by:</b>	<b>Category:</b>

**Incidents must recorded by the staff member who witnessed the incident.**

*The Incident Report Book is available depending on the nature of the incident.  
All incidents of a physical nature must be recorded in the Incident Report Book.*

**Please note on the day the third incident is recorded, this book must be sent to the office.**

*A copy of this page with a letter will be sent by post to parents/guardians.*

- |  |                           |
|--|---------------------------|
| A Discussion with Pupil                  | E Detention during breaks |
| B Initial Warning                        | F Notification in Journal |
| C Temporary Separation from other pupils | G Incident Report written |
| D Loss of Privileges                     | H Incident Report posted  |

**ST. MICHAEL'S PUPIL DETENTION RECORD**

Pupil's name .....

Class .....

	<b>Date of detention</b>	<b>Reason</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

ST. MICHAEL'S SCHOOL UNIFORM RECORD

Pupil's name ..... Class .....

*Please record when the pupil is not wearing correct / complete uniform.*

Details:	
Date:	Reported by:
Details:	
Date:	Reported by:
Details:	
Date:	Reported by:
Details:	
Date:	Reported by:
Details:	
Date:	Reported by:
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Date:	Reported by:
Details:	
Date:	Reported by:
Details:	
Date:	Reported by:
Details:	

**ST. MICHAEL'S SCHOOL  
INCIDENT REPORT BY BUS ESCORT**

Pupil's name ..... Bus .....

**Description of Incident**

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**Reported by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*All incidents will be addressed by the Deputy Principal, Ms. O’Riordan. In Ms. O’Riordan’s absence, please report to the teacher on duty.*

*A copy of this page may be sent by post to parents/guardians.*

St. Michael's School – Bus Incident Report

Name of Pupil: \_\_\_\_\_

Signature of Escort: \_\_\_\_\_

Bus: \_\_\_\_\_

Date: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

***Reports to be completed on the day of the Incident***

**Type of Behaviour (Only Circle as appropriate)**

Entered Bus	No
Sat quietly in designated seat	No
Fastened seat belt	No
Wore seat belt for duration of journey	No
Listened to instructions	No
Used appropriate language	No
Spoke politely to Driver	No
Spoke politely to Escort	No
Spoke politely to Pupils	No
Interacted appropriately with others	No
Respected personal belongings of others	No
Kept hands, feet and/or objects to self	No
Showed respect for Bus Rules, i.e. eating/drinking	No
Showed respect for Bus environment	No

***Please elaborate if necessary***

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**Action Taken whilst on Bus (Only Circle as appropriate)**

Clear instruction given to pupil	Yes	Travel stopped	Yes
Initial warning	Yes	Contact made with home	Yes
Contact made with school	Yes	Contact made with Gardai	Yes

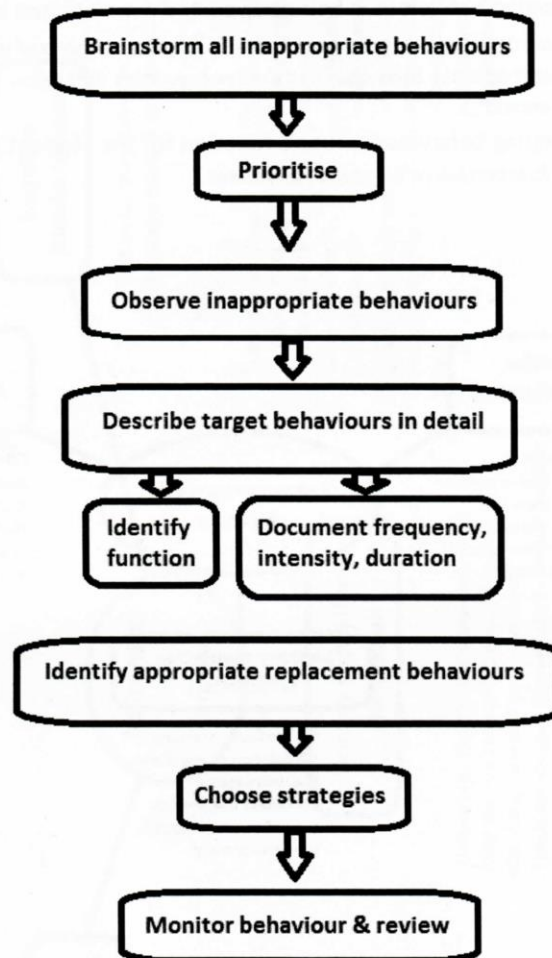
***All incidents are given to the Deputy Principal, Ms. O’Riordan. In her absence, please report to the teacher on duty. Incidents will be addressed following receipt of Report.***

***A copy of this page may be sent by post to parents/guardians.***

### Low Arousal Strategies

- Appear calm (think of body language, tone, avoid tensing muscle, breathe slowly)
- Give personal space
- Eye contact – avoid staring, sustained eye contact
- Touch – avoid touch at least until the pupil has calmed down
- Noise – think of the environmental noise and eliminate this if necessary
- Listen to what the pupil is saying
- Verbal communication – speak calmly, slowly and softly and be aware of your tone, maybe no talk is necessary
- Nonverbal communication – give your complete attention and be aware of body language
- Distract – try to distract the pupil and talk about things the pupil likes
- Remove other pupils – to avoid escalation, may be easier to remove other pupils

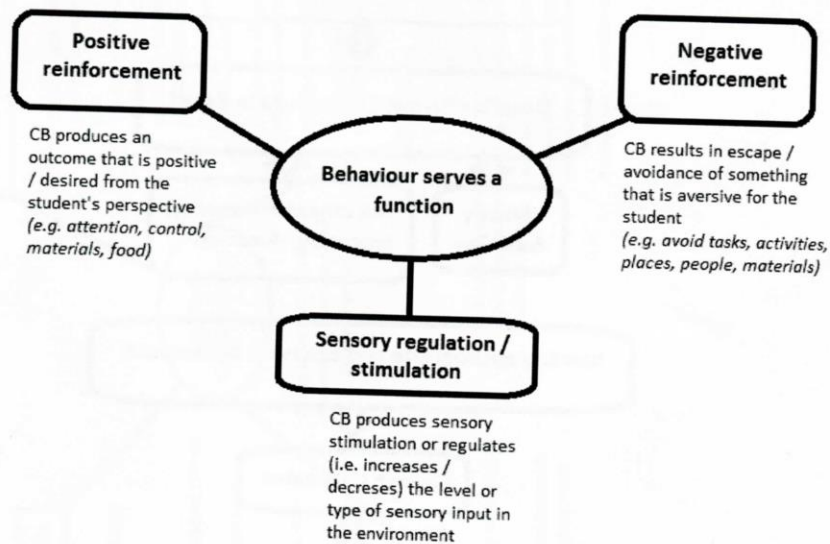
Developing a Behaviour Support Plan: Steps



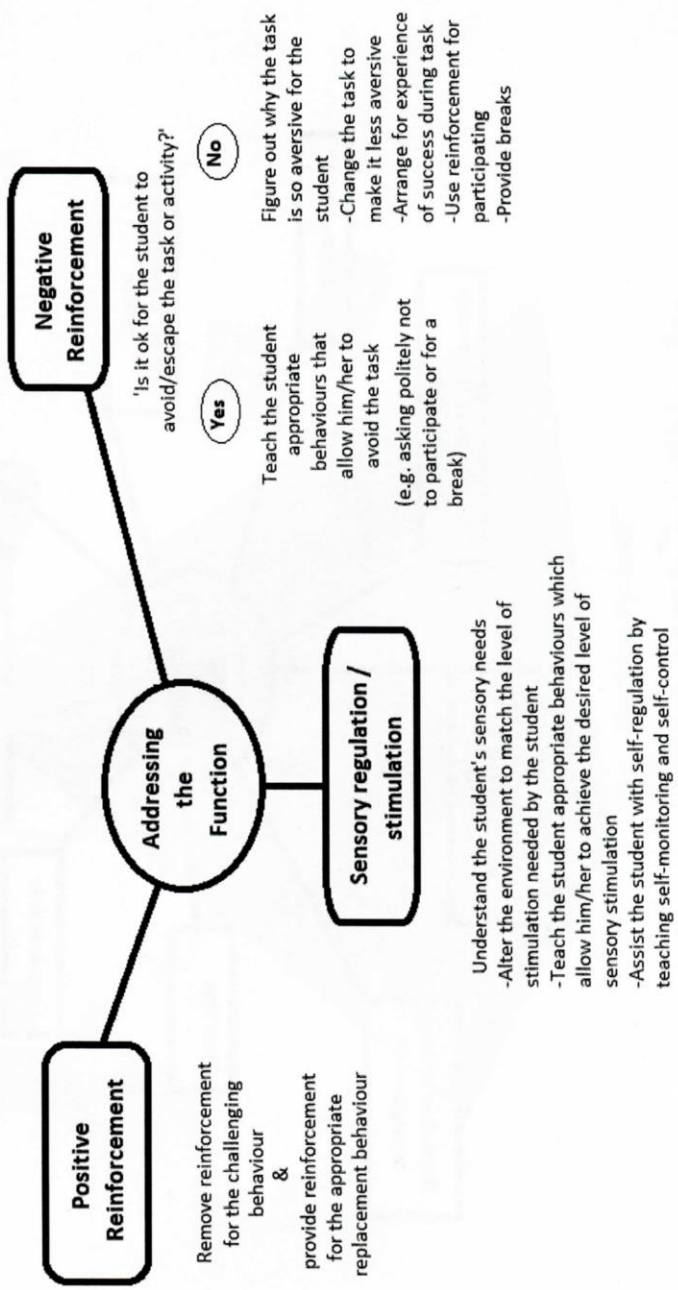


## Assumptions of Functional Behaviour Analysis

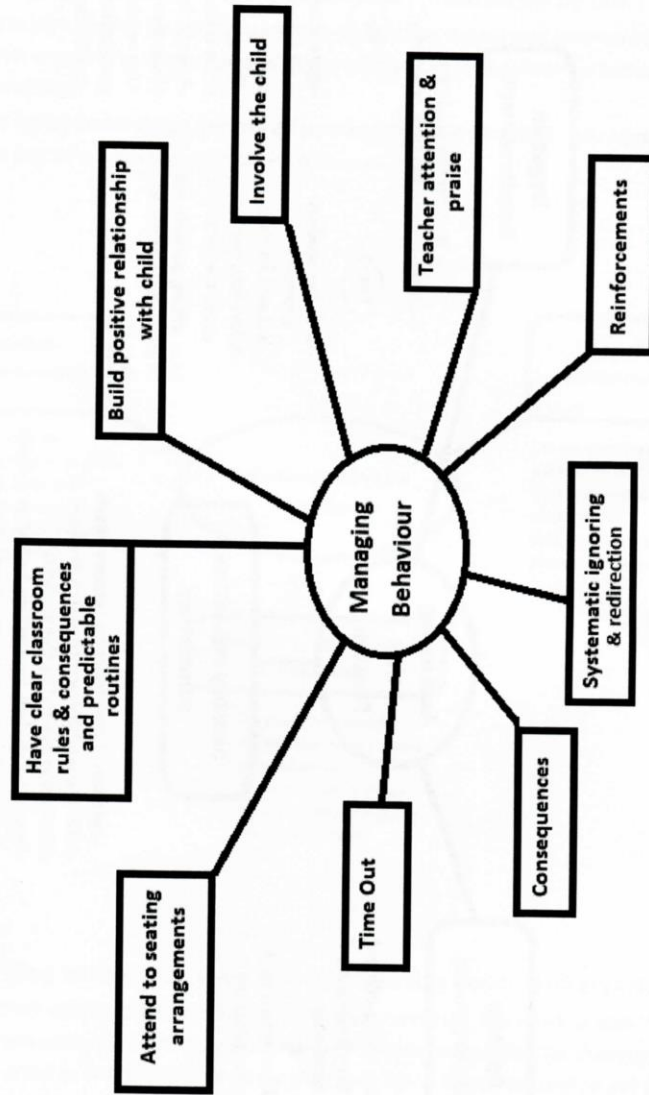
1. The challenging behaviour is being supported / maintained by the current environment. *You need to identify the setting events and antecedent variables that trigger the behaviour and the consequences that follow the behaviour. (ABC observations)*
2. The challenging behaviour serves a function for the student. *You need to identify this function based on your observations.*

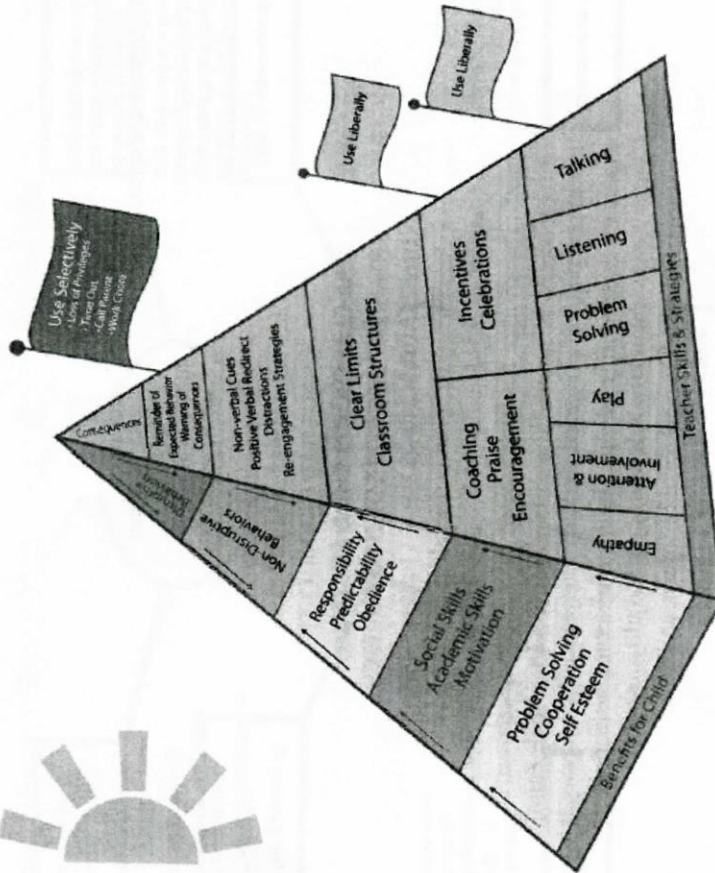


3. The challenging behaviour can be changed by using positive intervention strategies that address the function of the behaviour. *You need to alter the current environmental supports (i.e. antecedents / consequences) for the challenging behaviour in order to withdraw support for the challenging behaviour and to put in place new antecedents / consequences to support an appropriate replacement behaviour that achieves the same function.*



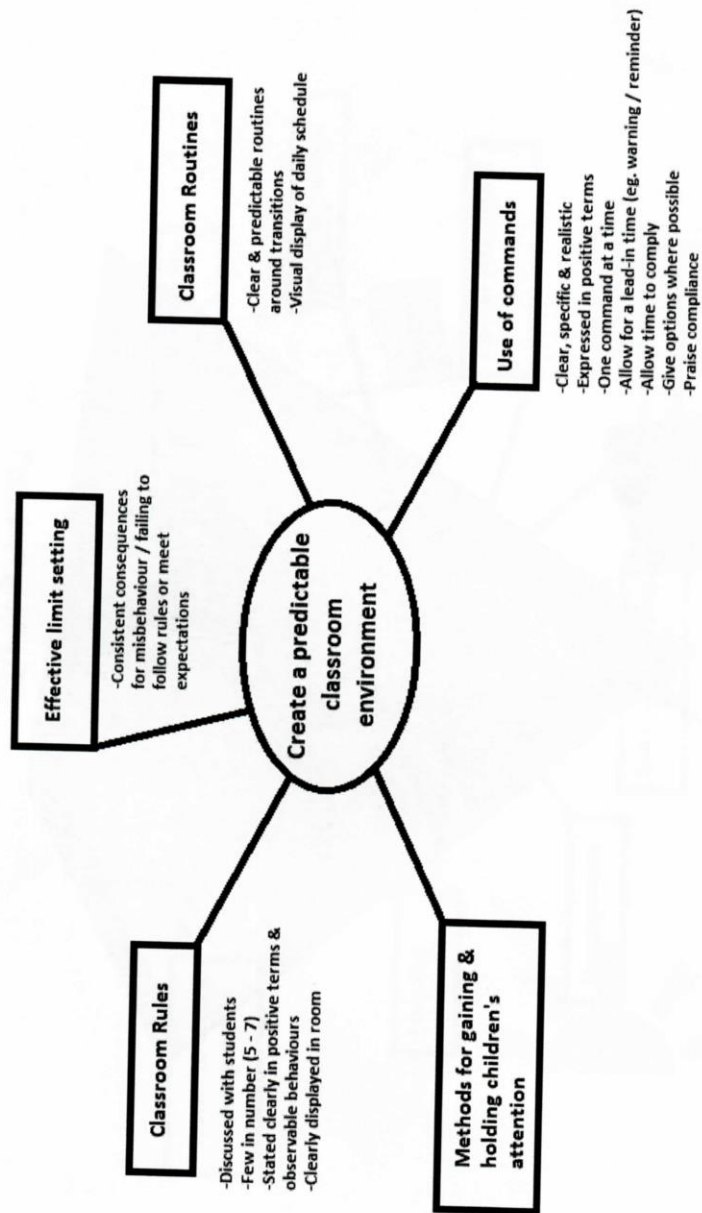
## Behaviour Strategies

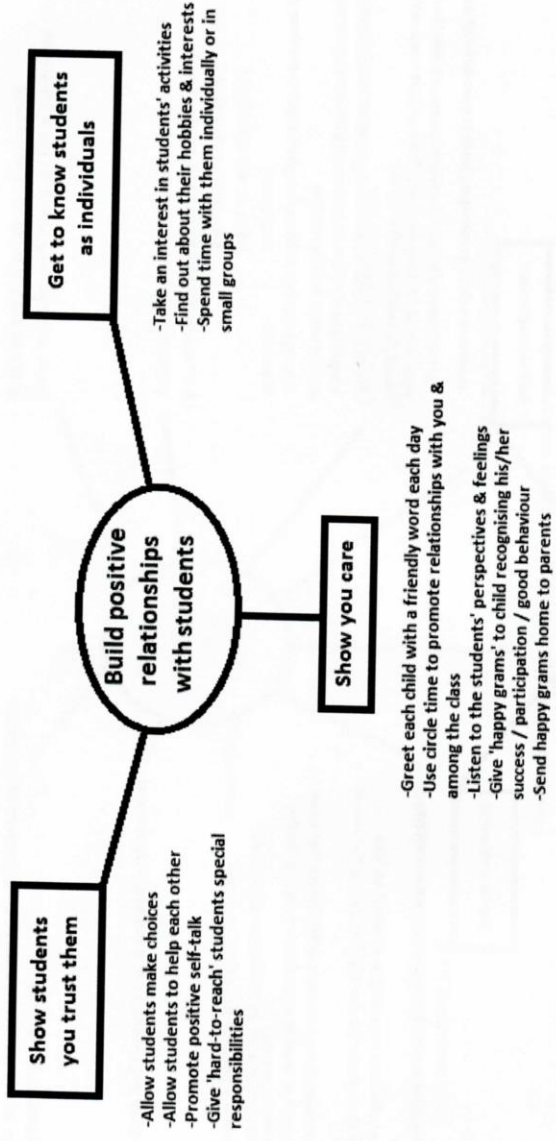


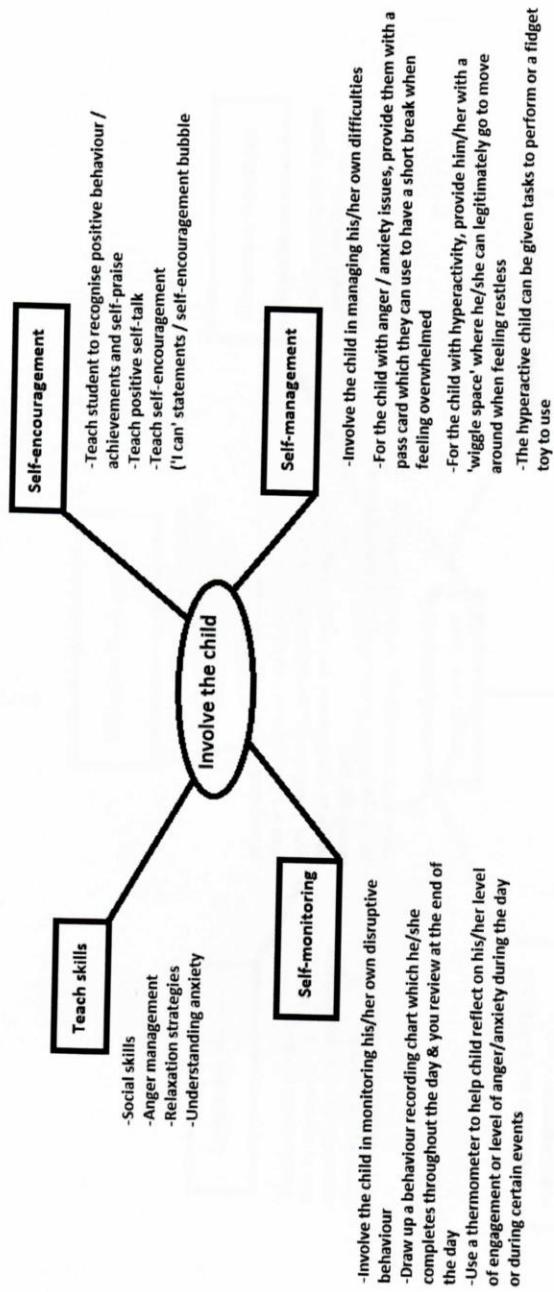


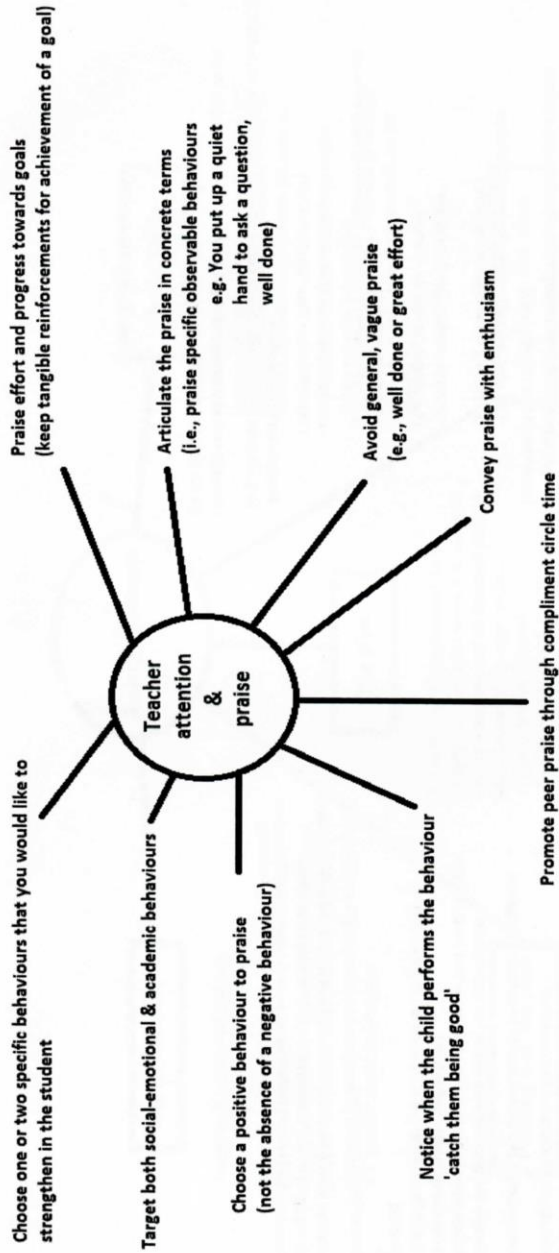
Teaching Pyramid™



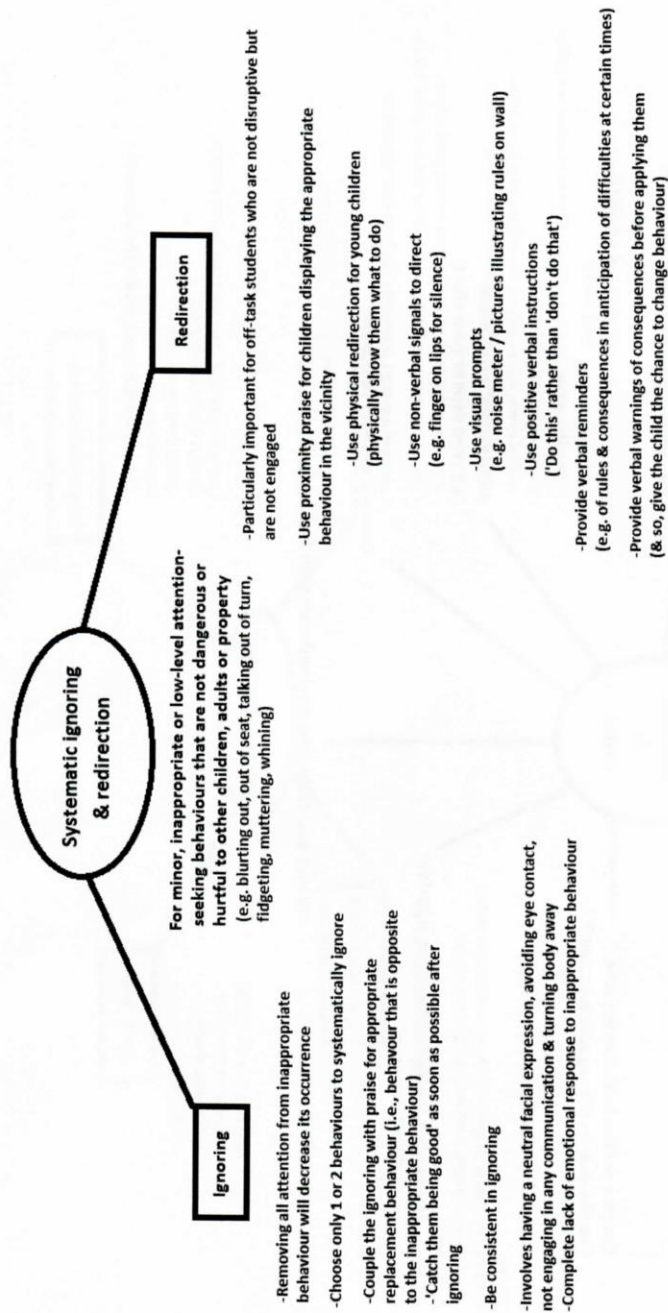


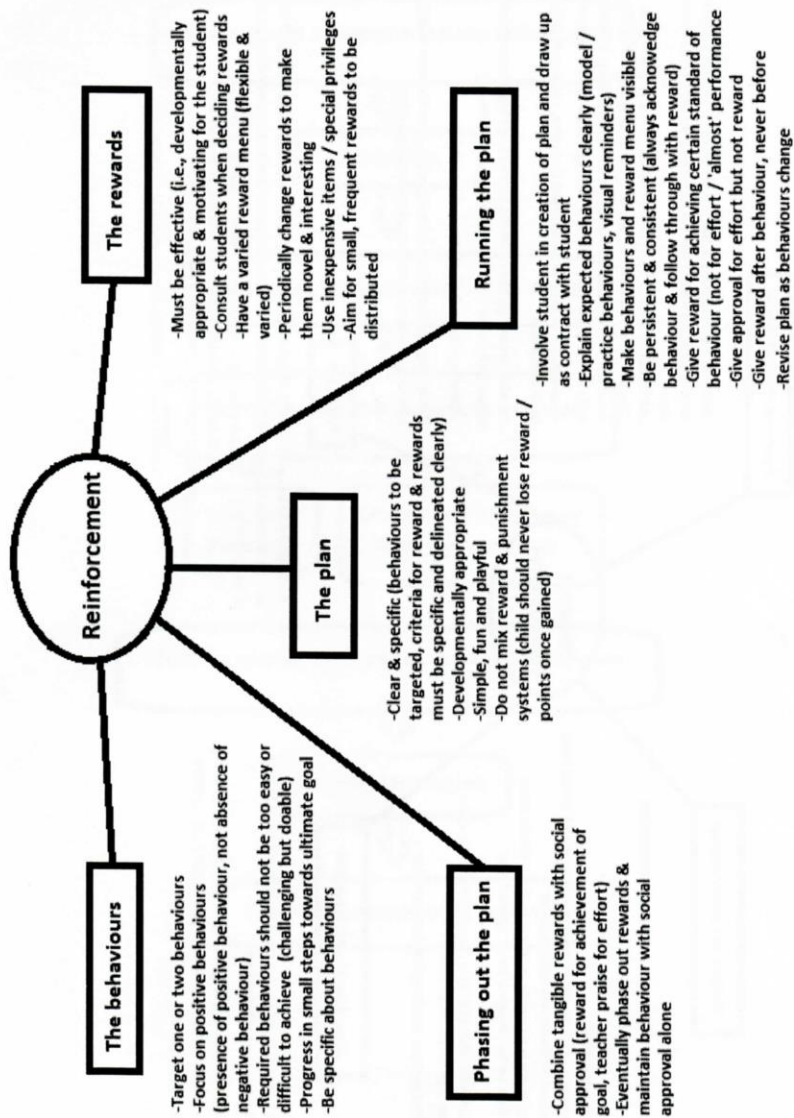


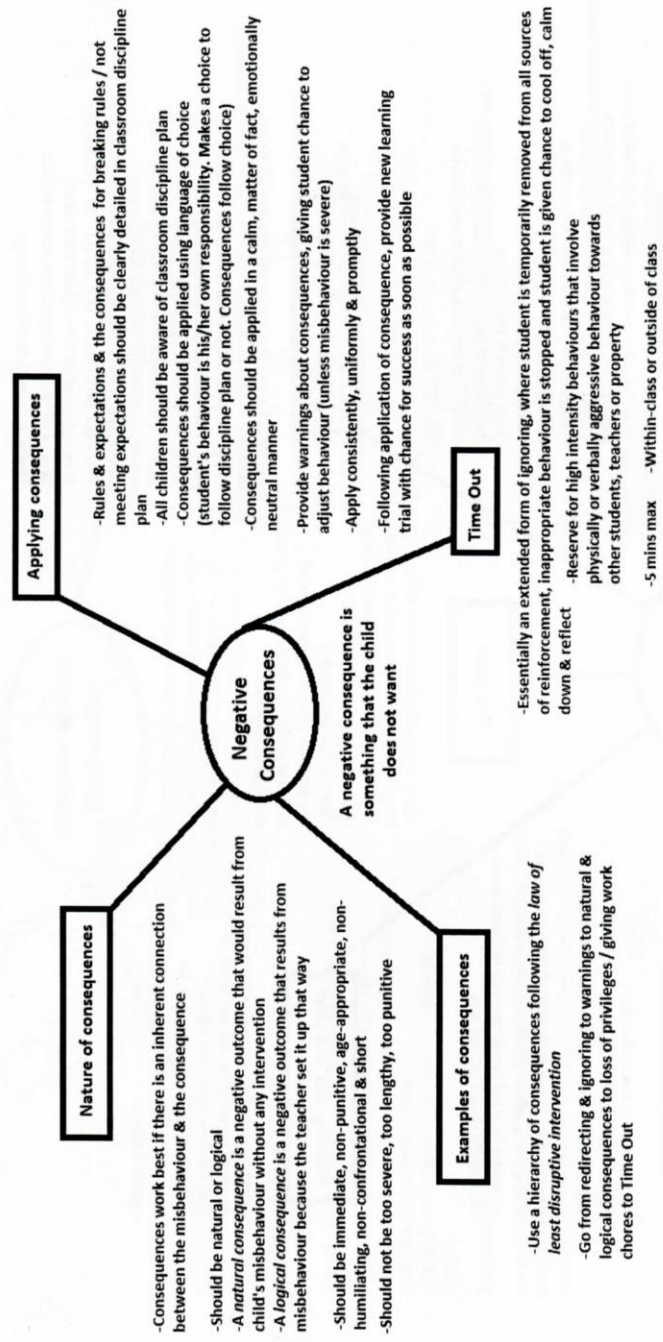








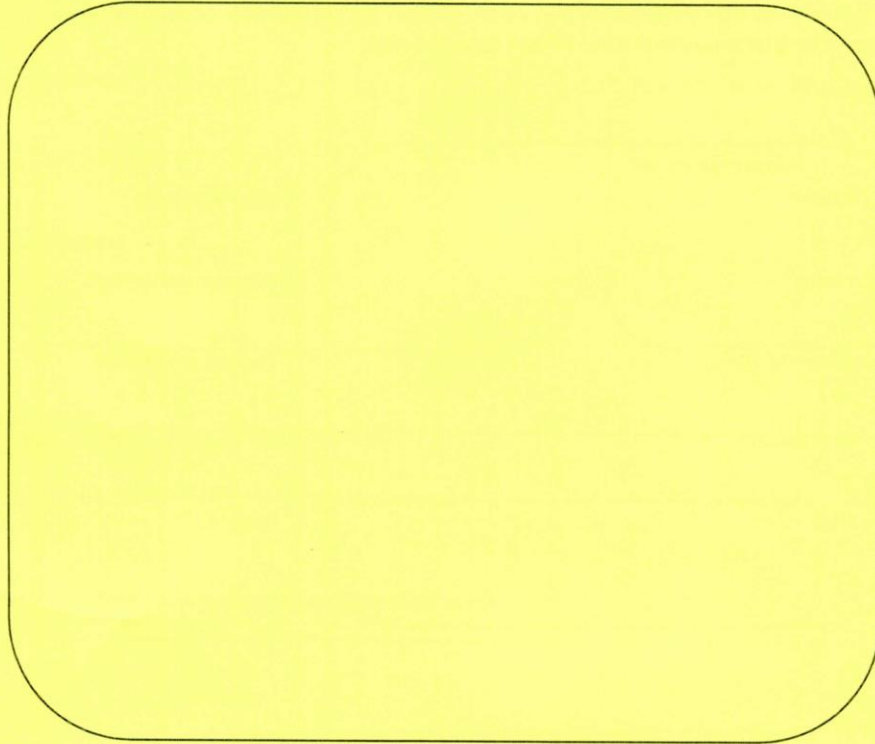




## Developing a Behaviour Support Plan

### Brainstorm Inappropriate behaviours

Be sure to define clearly (e.g. Instead of writing 'is disruptive', state 'frequently calls out to teacher during quiet activities')



**Prioritise:** Select 1 or 2 behaviours to target initially

1. \_\_\_\_\_

2. \_\_\_\_\_

**Detail the inappropriate behaviours:** Spend one week observing and recording details of the target behaviours. When do they occur (e.g. morning / afternoon / on certain days)? Where (e.g. on yard, in classroom)? In what contexts (e.g. during small group work / during maths lessons / during transitions)? With whom (e.g. with one particular child or group of children)? Are there triggers (e.g. disagreement with peers)? Try to obtain a complete picture of the behaviour and try to *understand why* the behaviour is occurring. What appears to be the *function* of the behaviour for the child? It is also very important to record the frequency, duration or intensity of the behaviour so that progress can be monitored after the behaviour plan is implemented. See the Behaviour, Social & Emotional Resource book for templates that can be used for observation.

**Behaviour 1**

<b>When?</b>	<b>Why? Function?</b>
<b>Where?</b>	To obtain something? <input type="checkbox"/>
<b>Contexts?</b>	To avoid something? <input type="checkbox"/>
<b>With whom?</b>	For sensory regulation? <input type="checkbox"/>
<b>Triggers</b>	Other <input type="checkbox"/>

Function: \_\_\_\_\_  
\_\_\_\_\_

**Record the frequency, intensity or duration of behaviour**

**Behaviour 2**

**When?**

**Where?**

**Contexts?**

**With whom?**

**Triggers**

**Why? Function?**

To obtain something?

To avoid something?

For sensory regulation?

Other

Function: \_\_\_\_\_

\_\_\_\_\_

**Record the frequency, intensity or duration of behaviour**

\_\_\_\_\_

**Identify the appropriate replacement behaviours to increase**

The idea is that you strive to achieve the positive goal of increasing appropriate behaviour rather than the negative goal of reducing inappropriate behaviour.

**Inappropriate Behaviours**

(e.g. Calling out during discussion time)

1.

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2.

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**Appropriate Behaviours**

(e.g. Waiting with quiet hand up)

1.

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2.

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**Choose your Strategies:** Tick each strategy that you are considering. The strategies you use should target the function of the behaviour. Remember to use a combination of strategies to target each behaviour. Remember also to begin with general classroom arrangements and routines, then to focus on using positive interventions, while using more negative interventions (e.g. Consequences & Time Out) sparingly.

Rearrange classroom seating	<input type="checkbox"/>
Revise classroom rules and consequences	<input type="checkbox"/>
Revise classroom routines	<input type="checkbox"/>
Build positive relationship with child	<input type="checkbox"/>
Involve the child	<input type="checkbox"/>
Teacher attention & praise	<input type="checkbox"/>
Systematic ignoring & redirection	<input type="checkbox"/>
Reinforcement	<input type="checkbox"/>
Negative consequences	<input type="checkbox"/>
Time Out	<input type="checkbox"/>

**List your strategies** (remember to identify whether they are targeting Beh 1 or 2)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

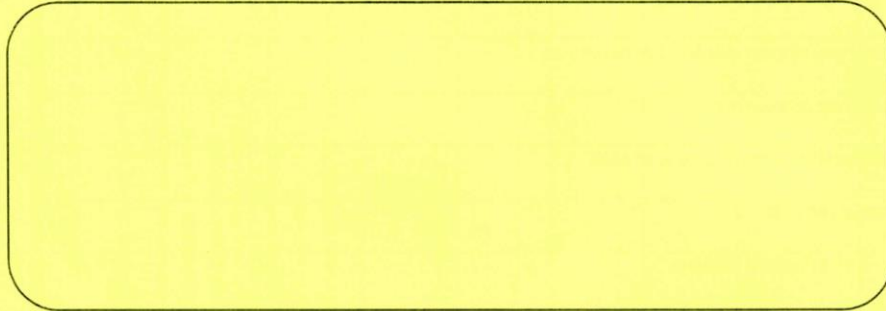
6. \_\_\_\_\_



**Monitor & Review.** Implement the plan for a period of time (e.g. 2 weeks to a month). Then, repeat the observations of the target behaviour that you conducted initially to examine whether frequency or severity of behaviour has reduced. Review plan in light of this information.

**Post-intervention**

**Record the frequency, intensity or duration of behaviour**

A large, empty rounded rectangular box with a thin black border, intended for recording the frequency, intensity, or duration of behaviour after the intervention.