



# Loreto College Junior School St Stephen's Green

## Code of Behaviour

### **1. Introduction**

This policy was formulated by the staff and Board of Management of Loreto College Junior School. It was reviewed and updated in September 2020 in line with the Developing a Code of Behaviour: Guidelines for School, (NEWB 2008).

Schools are obliged under Section 23 (1) the Education Welfare Act, 2000, to prepare a Code of Behaviour in respect of the students registered at the school. Section 23 (2) states that the Code of Behaviour shall specify:

- A. The standards of behaviour that shall be observed by each student attending the school
- B. The measures that shall be taken when a student fails or refuses to observe those standards
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned
- D. The grounds for removing a suspension imposed in relation to a student
- E. The procedures to be followed in relation to a child's absence from school.

### **2. A Code that reflects our Ethos as a Loreto School**

Our aim in Loreto College Junior School is to generate and maintain an inclusive climate of learning within which every pupil is enabled to develop and fulfil her own unique potential. Loreto Schools seek to provide an education that affirms the innate dignity of every human being created in God's image and fosters the full and harmonious development of each student, encompassing the intellectual, physical, cultural, moral and spiritual aspects in an environment of justice, freedom, sincerity, truth and joy.

In keeping with the Loreto ethos, the emphasis of this Code is one that promotes acceptable and positive behaviour with corrective rather than punitive measures. The Code reflects how positive behaviour is at the heart of the school and is not only explicitly taught, it is modelled and lived each day. This climate encourages the children to take responsibility for themselves and their actions and to have respect, kindness and consideration for themselves and others.

The School rules/expectations as set out in this Code are to ensure a positive and well-ordered environment, within which the students and staff work to the best of their abilities. Every behavioural issue that arises, while dealt with within the provisions of this Code, is taken on its own individual merits and dealt with accordingly.

The Code applies everywhere on the school premises and everywhere the pupil is acting as an ambassador for Loreto College Junior School, including all times that the pupil is wearing the school uniform.

### **3. Aims**

The aims of the Code of Behaviour of Loreto College Junior School are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To create a positive learning environment that encourages and reinforces good behaviour.
- To provide for the effective and safe operation of the school.
- To promote self-esteem and positive relationships.
- To promote a Catholic ethos and to foster a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To engender proper behaviour when engaged in or attending other activities.
- To foster caring attitudes towards one another and the environment.
- To enable teachers to teach without disruption.
- To develop self-discipline in the pupils based on consideration and respect of others.
- To encourage the involvement of both home and school in the implementation of this policy.

### **4. Principles of Implementation**

- It is agreed that 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, parents and pupils. It is imperative that adults act as role models for pupils at all times.
- The school recognises the variety of differences that exist between children and the need to tolerate these differences.
- Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.
- Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

### **5. Behavioural Expectations and Responsibilities**

#### **5.1 Expectations/ Responsibilities of Pupils**

- Pupils are expected to show respect for themselves and others.
- Pupils must respect the right of others to learn.
- Pupils must show respect for their own property and that of others.
- Pupils are expected to follow instructions from staff members.
- Pupils must always try their best.
- Pupils should show courtesy and good manners to staff and fellow students alike.
- Pupils must try to use respectful ways of resolving difficulty and conflict.
- Pupils must win and lose graciously in sport/games.
- Pupils must be truthful and honest at all times.
- Pupils should be supportive of each other.
- Pupils should be aware of their own safety and the safety of others.
- Pupils must follow the rules of their class as laid out by the class teacher.
- Pupils are expected to have all books and required materials and to be in the right place at the right time.

- Pupils must never leave the school grounds without the permission of the principal/member of staff.
- Pupils are expected to be punctual and all absences should be explained in writing.
- Pupils must wear the correct school uniform/sports attire.
- Pupils are expected to walk inside the school building.

## **5.2 Expectations/Responsibilities of Staff**

The Staff are expected to:

- Support and implement the School's Code of Behaviour and be familiar with and follow the School's policies on (i) Child Protection (ii) Code of Professional Conduct for Teachers.
- Be cognisant of their duty of care for their pupils.
- Create a safe, nurturing and welcoming environment for each pupil.
- Be courteous, consistent and fair in all dealings with pupils/parents.
- Praise good behaviour and deal appropriately with misbehaviour
- Facilitate pupils to reach their full potential within the curriculum.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- Recognise and provide for individual talents and differences among pupils
- Provide support for colleagues where necessary
- Communicate with parents and staff with courtesy and respect.
- Maintain appropriate records of misbehaviour, required by the LCJS Code of Behaviour.

## **5.3 Expectations/ Responsibilities of Parents/Guardians**

Parents/Guardians are expected to:

- Nurture their children in a positive attitude towards school;
- Ensure that their child attends school regularly and punctually dressed in the correct uniform;
- Ensure that the school has all necessary contact details in case of an emergency;
- Ensure that their child has a healthy lunch in school each day in line with the school 'Healthy Eating Policy';
- Arrange meetings with the Class Teacher and/or Principal if they are concerned about any issue relating to their child;
- Support and encourage their child's School work
- Be familiar with the Code of Behaviour and other school policies and to support the implementation of these policies;
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others;
- Inform the school of any issues which may affect their child's behaviour;
- Be courteous to staff, pupils and other parents when on school property;

## 5.4 Expectations/ Responsibilities of the Board of Management

The Board of Management are expected to:

- Provide a comfortable, safe and stimulating environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.
- Review the code.

## 5.5 Expectations/ Responsibilities of Principal

The Principal is expected to:

- Promote a positive climate in the school.
- Liaise with teacher/parents in specific cases.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner throughout the school community.
- Arrange for review of the Code, as required.

## 6. Misbehaviours

### 6.1 Bullying

*'Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time. The following types of bullying behaviour are included in the definition of bullying':*

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation, taunting and cyberbullying. Bullying, of any kind, will not be tolerated in LCJS and parents will always be expected to cooperate with the school in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy. For the purposes of this Code of Behaviour, bullying is classed as a gross misbehaviour. For all incidents pertaining to bullying, please see the LCJS Anti-bullying Policy.

**6.2** For an overview of **Behaviours that are deemed inappropriate** and possible actions taken, please see the following Table of Misbehaviours.

## Table of Misbehaviours

The Code of Behaviour applies to pupils at all times when representing the school or on school grounds e.g. when attending classes, during class breaks and lunchtimes, attending extra-curricular activities, during school trips and other events outside the school, and whenever wearing the school uniform.

Categories	Examples (not an exhaustive list)	Sanctions	People who may be involved at each category
<b>Minor Misbehaviours</b>	<ul style="list-style-type: none"> <li>• General disruption e.g. calling out during class, talking out of turn/ during class, not following teacher, standing on chair, messing, inattentive, horseplay.</li> <li>• Not handing up homework</li> <li>• Teasing e.g. saying something to hurt someone's feelings, upsetting a friend intentionally.</li> <li>• Issues with uniform (where considered a pupil's fault)</li> <li>• Forgetting school equipment</li> <li>• Dishonest e.g. not telling the truth</li> <li>• Borrowing without asking</li> </ul>	<ul style="list-style-type: none"> <li>• Say sorry</li> <li>• Re-direct to positive behaviour</li> <li>• State 'correct' behaviour</li> <li>• Teacher moves closer to supervise</li> </ul>	<p>Teacher</p> <p>Teacher on Duty</p>
<b>Serious Misbehaviours</b>	<ul style="list-style-type: none"> <li>• Repeated minor misbehaviour as set out above</li> <li>• Rude to teacher on duty</li> <li>• Physical misbehaviour e.g. deliberate push, hitting, biting, spitting</li> <li>• Doodling/drawing/scribbles on school property</li> <li>• Continuous teasing or intentional exclusion of others</li> <li>• Dishonesty e.g. intentionally taking something belonging to someone else</li> <li>• Bad language/inappropriate gestures</li> <li>• Having mobile phone without permission</li> <li>• Purposely initiating inappropriate discussion</li> <li>• Not showing good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Note in journal</li> <li>• Reflection time / Behavioural Reflection Form/Sheet signed by parent</li> <li>• Discussion regarding behaviour</li> <li>• Peer discussion</li> <li>• Stay in for break</li> <li>• Replace 'taken' item</li> <li>• Say sorry/Letter of apology</li> <li>• Parental communication</li> <li>• In house suspension</li> <li>• Mobile phone removed from child</li> </ul>	<p>Principal</p> <p>Principal or Teacher</p> <p>Teacher and Parent</p>
<b>Gross Misbehaviours</b>	<ul style="list-style-type: none"> <li>• Repeated serious misbehaviour as set out above</li> <li>• Physical misbehaviour e.g. pushing in locker room</li> <li>• Vandalism e.g. flooding school bathrooms, damage to school property</li> <li>• Bullying</li> <li>• Damaging school reputation e.g. rude on school trip, shouting rude things at hockey match</li> <li>• Purposeful directed bad/offensive language</li> <li>• Leaving school grounds without permission</li> <li>• Inappropriate use of IT</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Communication</li> <li>• Take away use of IT</li> <li>• Write about incident (apology letter, essay)</li> <li>• Behaviour Reflection form / sheet signed by parent</li> <li>• Not allowed on excursions / school trips</li> <li>• Suspension (in house, at home, playtime)</li> <li>• Expulsion</li> </ul>	<p>Principal</p> <p>Teacher and parent</p> <p>Teacher and Principal</p> <p>Board of Management</p>

### **6.3 Behaviour/Incident Investigating Procedure**

- The Class teacher will investigate any incident pertinent to her class group.
- A calm, unemotional problem-solving approach should be adopted.
- Such incidents are best investigated outside the classroom situation.
- The Class Teacher will interview all students involved in the alleged incident.
- Students should be met individually and as a group where appropriate.
- Records will be kept of serious incidents and of procedures that were followed.
- Where the incident is deemed to be minor, a verbal warning will be given to the perpetrator to stop the inappropriate behaviour, pointing out how she is in breach of the School's Code of Behaviour.
- If deemed appropriate, parents will be contacted.
- If behaviour persists, the Principal and parents/guardians of those involved will be contacted.
- Sanctions may be imposed if appropriate.

## **7. Encouraging Positive Behaviour**

Positive reinforcement of good behaviour leads to better self-discipline and Loreto College Junior School places a greater emphasis on rewards and incentives than on sanctions. Families play a key role in influencing their child's behaviour and it is essential that home and school work together to promote this approach. Responsible behaviour needs to be constantly affirmed.

### **7.1 School based Programmes/Approaches**

- Good behaviour is recognised and affirmed in a variety of ways. (see below)
- The standards that are imposed in the school are clear consistent and widely understood.
- The Code of Behaviour is implemented in a fair and consistent manner.
- Pupils are involved in the formulation of class rules.
- There is a good school atmosphere. Daily interactions within LCJS are positive and courteous.
- Adults model the behaviour that is expected.
- Age appropriate reward systems may be used.
- Stay Safe, Walk Tall and RSE programmes will be completed annually in each class.
- Learning strategies should allow for the enhancement of each pupil's self-esteem and their awareness of how one's actions impact upon the self-esteem of others.
- Group dynamics and conflict resolution will also be explored.
- Workshops on Anti-bullying will be facilitated where appropriate.

## **7.2 Strategies used:**

Praise may be given by means of any one of the following:

- A quiet work or gesture to show approval
- A comment in a pupil's 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
- Agreed reward system.
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Trip out
- Golden time
- Non-uniform day
- No Homework

## **8. Dealing with Misbehaviour**

### **8.1 Restorative Practices**

Loreto College Junior School will follow Restorative Practices in developing positive relationships between all members of the school community. This gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

The following questions will be used to guide the teacher when working with the children to restore positive relations within the school.

#### **Restorative Questions to respond to Challenging Behaviour**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

#### **To help those harmed by other actions**

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

## 8.2 Sanctions

In discouraging misbehaviour, the emphasis will be on corrective rather than punitive actions and the establishment of clear class and school routines to minimise opportunities for misbehaviour.

The following strategies may be utilised in any particular order, to prevent misbehaviour escalating

- Non-verbal signs such as a warning look, a change in tone of voice or stopping speaking and waiting for attention
- Moving to stand in the vicinity of the pupil
- Reminder to the pupil about the Class Rules
- Overlooking/ ignoring behaviour while praising the pupil demonstrating the appropriate behaviour
- Reasoning with the pupil
- Verbal warning including advice on how to improve.
- Moving the pupil to a quiet spot to work. Temporary separation from peers (time-out) within the classroom 10-15mins and/or temporary removal to another class (Pupils will not be deprived of engagement in a curricular area, except on the grounds of Health or Safety).
- Parent may be informed of repeated misbehaviour at any point during this stage

At times it may be necessary to apply sanctions for a breach of the Code of Behaviour. Please see below for the sanctions that may be used when behaviour does not meet expectations.

**The purpose of sanctions and other strategies is to promote positivity and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.**

These may include:

- Prescribing extra work.
- Doing communal/social work within school
- Loss of privileges.
- 'Staying in' during break-time.
- Teacher communicating with parents.
- Referral to the Principal
- Principal communicating with parents.
- 'Time' for reflection and family-discussion.
- Restricted day
- Suspension from school
- Exclusion from school



### **8.3 Restricted Day:**

The decision to place a pupil on a restricted day requires serious grounds such as

- The pupil has engaged in repeated instances of minor misbehaviour where there has been no improvement.
- The pupil's behaviour has had a serious detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a threat to the safety of themselves and or other pupils and staff.

A restricted day allows staff and the pupil time to reflect upon behaviour. It offers pupils the opportunity to experience a shortened, positive learning experience. It aims to help the pupil to change unacceptable behaviour when they resume a full day. The restricted day will run in parallel to initiatives which reward and promote good behaviour. Frequent reviews of the shortened day will occur.

### **8.4 Suspension:**

- Schools are required under section 23(2) of the Education Act 2000 to include their procedures for suspension in their Code of Behaviour.
- The authority to suspend a pupil for circumstances justifying a suspension of up to five days lies with the Principal. The authority to suspend a pupil for more than five days lies with the Board of Management (BoM).
- All decisions to suspend a pupil will be made in an unbiased manner following consultation with the parents/guardians save for circumstances that require immediate suspension.
- The period of time for suspension will be determined by the context for the behaviour and the pupil's disciplinary record.
- The parents and pupil will be given the opportunity to respond to the seriousness of the situation.
- Suspension allows staff and the pupil time to reflect on behaviour. It gives staff an opportunity to plan ways to help the pupil change unacceptable behaviour when they return to school
- All correspondence will be recorded.

The decision to suspend a pupil requires serious grounds such as;

- The pupil has engaged in repeated instances of serious misbehaviour and there has been no improvement.
- The pupil's behaviour has had a serious detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a threat to safety of themselves and or other pupils and staff.
- The pupil is responsible for serious damage to property and/ or in violation of the law.
- A single incident of serious misbehaviour may be grounds for suspension.
- When an immediate suspension is considered by the Principal for reasons of the safety of the student, other students and staff, a preliminary investigation should be conducted and a formal investigation should follow the imposition of the suspension.
- When the pupil returns to school she will be given the opportunity and support for a fresh start.

## **8.5 Expulsion**

In extreme cases of unacceptable behaviour and when all possible avenues of discussion, negotiation and mediation open to LCJS have been exhausted, as a last resort it may be deemed necessary for the Board of Management to expel a pupil from the school in accordance with Section 23 of the Educational Welfare Act, 2000.

Prior to this, the school will have taken significant steps to address the misbehaviour, such as

- Meeting with parents and the student to try to find ways to help the student change her behaviour.
- Ensure the student understands the consequences of their behaviour, if it persists.
- Ensuring all other possible options have been tried.
- Seek the assistance of support agencies where available.

The decision to expel a student requires serious grounds such as

- The student's behaviour has had a serious detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property and/or violation of the law.
- While these are similar to the grounds for suspension, factors such as persistence and seriousness of the behaviour as well as a belief the school has exhausted all possibilities for changing the student's behaviour will influence the decision of the Board to expel a student.

## **8.6 Appeal of Sanctions**

- In order to appeal a decision made, a parent may request a review by writing to the Principal, who should then bring it to the attention of the Board of Management if the sanction being considered is Suspension or Expulsion.
- In the case of a complaint /allegation regarding a staff member, this should be referred immediately to the Principal. LCJS Parental Complaints Procedure will apply.
- Where cases, relating to either student or Staff member, remain unresolved at school level, the matter should be referred to the Board of Management.

## 9. Referral of serious cases to Tusla

- In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult Tusla Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.
- Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to Tusla, the Designated Liaison Person must seek advice from Tusla the child and family agency.

## 10. Absences

If a child is absent from school, the parent must contact the school either by email or filling in the absence section on Aladdin. If a child is being collected early from school, an explanatory note/email should be sent by the parent to the teacher/school. Equally, if a child is to be collected by someone other than their parents/designated collector, notify the school by email/telephone. Late arrivals and early leavers will be recorded on Aladdin and a reason must be documented. We are required under the Education Welfare Act (2000), to report children who miss 20 days or more to Tusla. Reminders of this are sent from the school when a child misses ten days and again at twenty days to alert them that Tulsa has been informed.

This policy will be reviewed as appropriate by the Board of Management.

Ann Donnelly

Chairperson, LCJS BOM

Date:

Tracy Hogan

Principal, LCJS

Date: