

Holy Family Senior School

Ennis, Co. Clare.

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August 2020

Code of Behaviour



Principal: Sarah Barnes

Code of Behaviour for Holy Family Senior School

Introduction:

The following draft Code of Behaviour was drawn up by the School Behaviour Committee, Whole Staff, BOM, Parents and Pupils (Students' Council) of Holy Family Senior School, Station Road Ennis, Co. Clare. In order to fulfil the main aims of primary education an atmosphere conducive to learning must be maintained. A positive school climate is one where individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching, learning and genuine communication, both within and outside the school. We need to establish a code of behaviour to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to an education in a disruption free environment. Great effort is made by all staff to adopt a positive approach to the management of behaviour in the school. This is best achieved by establishing a code appropriate to our school.

The policy will be submitted to the Board of Management for ratification, displayed on the website and in the school foyer. A synopsis of the policy will be included in homework journals.

Rationale:

In line with our mission statement the school recognises the variety of differences that exist between children and the need to accommodate these differences. It is agreed that positive behaviour management requires a strong sense of community within the school and a high level of co-operation among all staff, parents and pupils.

Every effort will be made to implement our code of behaviour in a reasonable, fair and consistent manner to ensure the happiness and safety of the pupils in our school. This policy follows recommendations set in the relevant Guidelines issued by the National Educational Welfare Board (Developing a Code of Behaviour: Guidelines for Schools 2008) and Behavioural Emotional and Social Difficulties (A Continuum of Support: Guidelines for Teachers 2007)

Aims of our Revised Code:

- To promote the safety and happiness of all children and staff in the school.
- To allow for the smooth and harmonious running of the school.
- To facilitate the development and education of all children in our school by promoting a sense of mutual respect among all members of the school.
- To teach life skills and develop behaviour management which will enable our pupils to flourish in the school environment.
- To promote positive behaviour and self discipline by recognising individual needs and to accommodate difference.
- To have fair and agreed rewards and sanctions that will be available to staff in response to behaviour and to ensure consistency in the application of these sanctions.
- To increase the cooperation between home and school in the implementation of our code of behaviour.

The policy is addressed under the following headings. Our policy is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

1. Guidelines for behaviour in the school
 - Staff
 - Pupils
 - Board of Management
 - Parents
 - Communication of guidelines
2. Positive strategies for managing behaviour
 - Classroom
 - Playground
 - Other areas in the school
 - School related activities
3. Rewards and sanctions:
 - Rewards and acknowledgement of good behaviour
 - Definition and Strategies for responding to inappropriate behaviour Level 1, Level 2 and Level 3 behaviours. Traffic Light Behaviour Management System
4. Suspension/Expulsion
 - Suspension
 - Expulsion
 - Appeals
5. Keeping records
 - Class
 - Playground
 - School records
6. Procedures for the notification of pupil absences
7. Reference to other policies, procedures and action plans
8. Success Criteria
9. Review and Monitoring

1. Guidelines for Behaviour in Holy Family Senior School:

All members of school community are expected to:

- Show respect for self and others in their interactions.
- Display a willingness to help others.
- Show courtesy and good manners.
- Be fair in their dealings with each other.
- Make an effort to resolve difficulties and conflicts in respectful ways.
- Show a readiness to forgive.

Expectations for staff:

The content of this policy is based on the promotion of positive behaviour in our school, which nurtures a culture of self-discipline among children, rather than behaviour that is tailored to please adults. All staff fosters an atmosphere of co-operation and mutual respect and communicates with pupils in a way that reflects co-operation, respect, tolerance and encouragement.

The overall responsibility for discipline in the school rests with the principal. However each teacher has responsibility for the maintenance of discipline within their own class and the greater school environment. Each teacher will at all times strive to guard the safety and happiness of the pupils in the school. They will:

- Endeavour to match the curriculum to the abilities, aptitudes and needs of the child
- Ensure there is an appropriate level of supervision at all times to ensure safety and order.
- Implement a reward/sanction scheme in a fair and consistent manner and will use whole school approaches such as Incredible Years programme at junior level and the Traffic Light Behaviour Management system.
- Keep records of incidents, in accordance with the schools internal behaviour support system in order to plan for the management of individual pupil's behaviour.
- Work in partnership with parents and outside agencies where necessary to help manage all pupils but especially those with special emotional and behavioural needs.

Pupils are expected to:

- Behave in a manner that promotes a safe, positive environment.
- Work to the best of their ability in class.
- Attend school regularly and punctually.
- Follow school rules and cooperate with the adults in the school at all times.
- Wear correct uniform.
- Take responsibility for their actions.
- Respond to and treat all staff and visitors to the school with respect.
- Respect other pupils and their learning.
- Participate in school activities to the best of their ability.

Board of Management

The Board of Management of Holy Family School has a role to play in the maintenance of acceptable standards of behaviour in the school. It supports the Principal Teacher in the application of a fair code of behaviour and in the use of sanctions, to change behaviour and to help pupils understand the consequences of their actions.

- The Board of Management of HFSS is consulted in the drafting/reviewing of the code of behaviour.
- The Board of Management is responsible for providing a safe and orderly environment for staff and pupils to work in.
- The Board of Management, through on-going consultation, supports the staff in devising and upholding the behaviour code.
- Department of Education and Skills (DES) procedures are in place for the Board of Management to deal with serious breaches of behaviour.

Expectations for Parents/Guardians:

Parents play a crucial role in shaping the attitudes of their children and fostering good behaviour in school. Co-operation and communication between staff and parents/guardians is actively encouraged through formal and informal meetings, written communication, information packs, communication diaries etc. A sample group of parents in the school were consulted in devising and outlining a draft policy. Parents/Guardians of newly enrolled children are informed about the Behaviour Code and their part in supporting it at incoming parental meetings, curriculum meetings and through information packs.

Parents are expected to support the school in the promotion of positive attitudes by:

- Encouraging their children to uphold the school's ethos and code of behaviour.
- Encouraging their children to respect all members of the school community.

- Making themselves aware of and cooperating with the school's system of rewards and sanctions and ensuring that they support the staff when using these systems.
- Ensuring their children are in school on time and in correct uniform.
- Attending meetings at the school if requested.
- Ensuring their children have the necessary books and materials to complete their schoolwork and take part in school activities.
- Monitoring homework through ensuring it is allotted due time and effort and signing work completed.
- Encouraging punctuality and regular attendance.
- Working in partnership with teachers and attending any courses run in school to support behaviour management.
- Supporting traffic light behaviour support system within school
 - Signing homework journal
 - Signing write outs
 - Attending meetings
 - Encouraging children to reach targets and rewards

Communication:

We endeavour to communicate the message of our code of behaviour throughout the school in the following positive manner:

- Praise and positive reinforcement "catching the pupils being good".
- Meeting and greeting pupils and staff in a polite and mannerly way.
- Class rules and expectations developed in consultation with the pupils
- Posters/Visuals throughout the school displaying school rules
- Whole School Award assemblies.
- Regular meetings amongst staff and the schools behaviour committee.
- Systems and Procedures constantly reviewed and updated in conjunction with the Behaviour Committee, Management and Student's Council.
- Regular explicit reinforcement of expectations.
- Behaviour contracts: signed by pupils, parents and staff
- Code of behaviour included in front of homework diary and on school website.
(www.hfss.org)

- A variety of methods to communicate expectations to children with Special Educational Needs will be employed including visual cues, one-to-one explanation/clarification and social stories as deemed necessary.

2. Positive strategies for managing behaviour:

'The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'. (Managing Challenging Behaviour, Guidelines for teachers INTO 2004: 5).

Prevention strategies

Classroom:

A set of rules will be drawn up, in conjunction with the pupils in each class at the start of the school year. The aim is to establish a code which enables all to learn and cooperate effectively. These 'Golden Rules' will encourage politeness, kindness, honesty, gentleness, sharing, listening, etc:

Teachers will implement a number of prevention strategies in class to encourage good behaviour and to support pupils. Some of the strategies used will be:

- Modelling good behaviour
- Positive Reinforcement
- Curriculum differentiation
- Prompting
- Adapting classroom environment by selecting appropriate place for a child to sit
- Structured timetables/visual schedules
- Using tokens, stars, individual and group awards
- Planned ignoring
- Peer Mediation/Pupils will learn rules for conflict resolution
- Use of Golden Time
- Notes to parents
- Write Outs
- Incredible years language and strategies in the Junior classes
- Whole School behaviour incentives, supported by SCP and in consultation with all staff to promote targeted good behaviours. These targeted behaviours evolve relative to the particular needs of the school at that time

A traffic light (Red, Orange and Green card) behaviour management system will be implemented where children do not respond to the above strategies.

Playground:

The above code for the classroom incorporates the principle of respect for others. Teachers and SNAs will monitor behaviour and ensure that pupils are playing in their various zones. Sharing and caring apply to yard rules. Pupils are encouraged to play so no child is excluded. Jostling and overtaking is not acceptable.

- We always play safely – no rough play. Hands to ourselves.
- We play only in our designated area.
- We never use inappropriate, insulting or racist language towards others.

School Playground Motto “If you don’t have anything nice to say, don’t say anything at all”

- We try to play in a way that does not exclude other pupils.
- We obey the whistle/bell and line up safely.
- In conflict situations pupils are taught the following procedures for dealing with conflict on the playground.

If someone upsets me I ask that person to

STOP

If the person doesn’t stop

(a) IGNORE, (b) WALK AWAY (c) TELL THE NEAREST ADULT

Playground activities (football, basketball, skipping and yard games) are organised on a daily basis and on a rota system. Any pupil who is in breach of our yard rules will be spoken to and depending on the seriousness of the misdemeanour, may receive a sanction. Pupils may be asked to walk with the teacher, be given a timeout by the wall for a set period or sent inside with supervision.

Other areas in the school and movement throughout the School:

In order ensure that there is order and safety in the corridors, classes will be accompanied by their teacher/SNA to the school yard at break times and at the end of the day.

Children must always **walk** within the school buildings for safety of themselves and others.

On wet days, the pupils remain in their classes for SOS and are permitted to sit and draw, or watch a DVD. For lunch time the pupils either go to the café or remain in their classrooms. The pupils must sit down at all times. Activities that each year group can use are distributed by the SNA staff and class teachers.

School related activities: Standards and rules contained in the code of behaviour would usually apply in any situation where pupils are still the responsibility of the school. Children are expected to adhere to the same rules that are in place in the school, especially yard rules when on school tours, at homework club policy, during after school activities, at matches, swimming pool or any school trip.

3. Rewards and Sanctions

An atmosphere of praise and encouragement is promoted at all times in the school. As part of the school traffic light behaviour support system, rewards are an essential element. Children need to see that good behaviour is noticed and rewarded on a daily, weekly and monthly basis. Good behaviour is publicly recognised both in the class and in the wider school environment using a variety of the following rewards:

- Regular whole school assemblies; at least one a month, individual certificates and homework passes awarded for good behaviour and academic achievement.
- Individual awards within classes for achievements in work or kindness towards others. Pupil of the week.
- Golden time: Free play/choice time on Friday afternoon
- Group of the week awards in classes
- Smiley faces/tokens/Class of the month. Smiley faces can be earned from good behaviour by a pupil, group or class. These all add up to a total each month and the class with the most smiley faces wins the class of the month. Awards for class of the month include pizza parties, trips to town, farmers market, playground
- Good behaviour comment frames on each classroom door
- School Support Plans for Special Educational Needs children with appropriate rewards for reaching realistic targets.

These rewards are communicated to the school at assemblies, where children receive certificates of merit, and to parents using a monthly newsletter and school website (www.hfss.org) and Facebook page.

Strategies for responding to inappropriate/challenging behaviour:

The Education (Welfare) Act 2000, Section 23, states that a school must outline: *'the measures that may be taken if a pupil fails to observe the standards of behaviour that the school has outlined'*.

For the purposes of clarification behaviours are categorised here from low level to high level here. The school will operate a traffic light behaviour management system to address these behaviours at the three levels.

Level 1 Minor misbehaviours or repeated misbehaviours may result in a **Green Card**

Level 2 Major Misbehaviours **Orange card**

Level 3 Gross Misbehaviours **Red Card**

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|---|---|--|
| <p>Classroom:</p> <ul style="list-style-type: none"> • Constantly shouting out in class. • Moving around the room without permission. • Disrupting the learning of others. • Deliberately disobeying the teacher or SNA. • Once off name calling • Refusing to complete work • Coming and going in the classroom inappropriately • Repeatedly “borrowing” others belongings. • Not wearing uniform. • Homework not completed without parental permission.. <p>Yard:</p> <ul style="list-style-type: none"> • Not responding to adult direction on the yard, • Not responding and playing outside assigned areas in the yard. • Running in corridors and stairs. • Not willing to make up after an argument. • Ignoring bells | <p>Classroom:</p> <ul style="list-style-type: none"> • Defiance (back answering, ignoring direct instruction) when given an instruction by a staff member. • Repeated refusal to cooperate with homework policy. • Interfering with others property. • Aggressive behaviour / language towards children /Disrespect • Persistent name calling/bullying behaviour/ Intimidating / Threatening behaviour to school community • Stealing. • Telling lies. • Inappropriate use of mobile phones/technology on school premises. <p>Yard / Hall:</p> <ul style="list-style-type: none"> • Physical fighting / aggression. • Unacceptable language / racial comments / rude gestures. • Leaving the school premises without permission • Back answering a member of staff / ignoring instruction in the yard/ disrespecting staff (mimicking etc). | <p>Whole School Environment:</p> <ul style="list-style-type: none"> • Bringing dangerous objects to school with intent to cause harm / damage. • Deliberately injuring / damaging another pupil / staff member or property. • Behaviour which has serious detrimental effect on the learning of others. • Behaviour which is a threat to the safety of others. • The pupil is responsible for serious damage to property. • Physical or verbal aggression towards staff • Repeated racist name calling |
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Level 1 Minor misbehaviours

Classroom:

- Constantly shouting out in class
- Moving around the room without permission
- Disrupting the learning of others
- Deliberately disobeying the teacher or SNA
- Once off name calling
- Refusing to complete work
- Coming and going in the classroom inappropriately
- Repeatedly “borrowing” others belongings
- Not wearing uniform
- Homework not completed without parental permission

Yard:

- Not responding to adult direction on the yard
- Not responding and playing outside assigned areas in the yard
- Running in corridors and stairs
- Not willing to make up after an argument
- Ignoring bells

Level 1 Strategies/Sanctions

1. **Verbal warning.**

2, Request to **re-do work** or complete work appropriately/**Written exercise**

3 **‘Time Out’** in classroom or **‘Buddy class’**.

4. **Withdrawal of privileges.**

5. **Note to parents** in a child’s homework journal **to inform parents of the misbehaviour**

6. **‘Write Out’** are to be completed at home and signed by parents (if these are not signed, parents will be contacted by class teacher). If write outs are not completed, child is put on detention to complete the teacher assigned write out

7. If a child does not respond to the above interventions he/she will move on to the **Traffic Light Behaviour Management System**. Parents may also be asked to attend a meeting with the teacher if necessary and in order to encourage the child to reach targets and rewards.

8. **Green Card**

- Behaviour targets are set on this card by the teacher.
- Ticks will be given daily for each target achieved.

- The Green Card will be signed daily by class teacher and parent/guardian.
- The pupils must meet a certain percentage of success/improvement in order to come off this green card. If they achieve this, they return to normal classroom behaviour management system. However, if not, the student moves onto the Orange Card system.

Level 2 Major Misbehaviours

Classroom:

- Defiance (back answering, ignoring direct instruction) when given an instruction by a staff member.
- Repeated refusal to cooperate with homework policy.
- Interfering with others property.
- Aggressive behaviour/language towards children/Disrespect
- Persistent name calling/bullying behaviour/Intimidating/Threatening behaviour to school community
- Stealing.
- Telling lies.
- Inappropriate use of mobile phones/technology on school premises.

Yard / Hall:

- Physical fighting / aggression.
- Unacceptable language/racial comment's/rude gestures.
- Leaving the school premises without permission.
- Back answering a member of staff/ignoring instruction in the yard/disrespecting staff (mimicking etc).

Strategies used to deal with major misbehaviours:

All of the strategies used for Level 1 misbehaviours may be employed but if persistent the next stage is.

1. Extended Lunch time detention.
2. Removal to a smaller playground for closer supervision if deemed appropriate
3. Removal of privileges
4. Request by class teacher to meet parents by note or phone. The parent will be informed about the child's behaviour.
5. Referral to Behaviour team/Traffic Light behaviour management system.
6. **Orange Card:**

The orange card is similar to the green card but parents will be called in to meet with class teacher and deputy principal to discuss the child's behaviour. If the pupil meets their target they are removed from all monitoring. However, in exceptional circumstances, where targets aren't reached pupils will go on the Red card system.

Level 3 Gross Misbehaviours

Whole school environment:

- Bringing dangerous objects to school with intent to cause harm/damage.
- Deliberately injuring/damaging another pupil/staff member or property.
- Behaviour which has serious detrimental effect on the learning of others.
- Behaviour which is a threat to the safety of others.
- The pupil is responsible for serious damage to property.
- Physical or verbal aggression towards staff
- Repeated racist name calling

There are circumstances when minor or major misdemeanours become more serious. This can depend on the frequency of the behaviour and thereafter is upgraded on our ladder of intervention if despite interventions, the behaviour persists and causes serious disruptions to the teaching and learning in the classroom.

Strategies used to deal with gross misbehaviours:

- Use of above sanctions from major misbehaviour list,
- Extra supervision in designated areas in school.
- Withdrawal from certain activities.
- Parents/guardians may be asked to supervise/withdraw pupil during breaks on an agreed basis.
- **Traffic Light System Red Card:** The behaviours that may warrant an immediate red card are
 - Outright Refusal to follow instructions of staff members causing a threat to the safety and learning of others
 - Verbal abuse of a staff member
 - Physical Aggression
 - Violent outbursts where school property is damaged
 - Leaving the school without permission.

The Principal and Deputy Principal will be directly involved in any behaviour incidents that require a **Red Card**. A meeting will be arranged with parents, class teacher and principal. Outside agencies may be contacted. Very clearly defined targets will be set for the pupil. If targets are still not achieved, the child may be suspended from the school and the BOM will be involved in the disciplinary procedure.

- Formal report to the Board of Management
- Suspension in accordance with guidelines below

4. Suspension and Expulsion:

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify... *'The procedures to be followed before a pupil may be suspended or expelled from the school concerned'* and *"the grounds for removing a suspension imposed in relation to a pupil."*

Suspension

The Principal shall inform the education welfare officer, in writing, when a pupil is suspended from a recognised school for a period of not less than 6 days. Circular 20/90 states that; 'Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated.

Procedure employed in Holy Family Senior School in relation to suspension and expulsion:

The Board of Management has the authority to suspend a pupil.

Grounds for suspension of Pupils:

- Their behaviour has had a seriously detrimental effect on the education of other pupils.
- Their continued presence in the school at this time constitutes a threat to safety
- They are responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension.

For gross misdemeanours, or repeated instances of major misdemeanours, suspension will be considered. Aggressive, threatening, or violent behaviour towards a member of staff will be regarded as major or gross misdemeanour.

The Board of Management has authorised the Principal and or the Chairperson to exclude a pupil from the school for a maximum period of three school days initially.

Procedures that ensure fairness when suspending a pupil will include:

- Ensuring other means of intervention and dealing with the behaviour has been tried.
- Parents will have been invited to the school to discuss the intention to exclude/suspend.
- A fair investigation will be conducted, taking both parents' and pupil's perspective into account.
- Parents and pupil will be informed about the complaint.
- Parents and pupil will be given an opportunity to respond.
- Parents may be informed by phone or in writing.

(The Education Welfare Act, 2000 Sections 23(2) c, d and 21(4) a (18))

- In the case of immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected.
- The BOM will ensure its decision to exclude/suspend a pupil will be reached in an unbiased manner. Suspension will be in accordance with Rule 130(5) of the Rules for National Schools.
- Following suspension, a plan to re-integrate the pupil will include, where possible, an arrangement for a member of staff to provide support during the re-integration process. Pupil contracts will if necessary be put in place for the pupil and his/her parents. This will enable the school to set behavioural goals with the pupil and parent. All efforts will be made to support the pupil to adhere to this contract. It will be expected that the parent will maintain support for their child at all times. Regular positive contact will be necessary until the pupil has re-settled.
- When an immediate suspension is considered by the Principal, a preliminary investigation will be conducted to establish its validity. The formal investigation will follow the imposition of the suspension.
- The Board of Management has authorised the Principal, with the approval of the chairperson of the Board, to impose a suspension of up to three days in circumstances where a meeting of the Board cannot be convened in a timely fashion.
- The National Education Welfare Board will be notified by phone, fax, or email and using the standard form if a pupil is suspended for a cumulative total of six or more days per term.

Implementing the suspension:

The Principal shall notify parent in writing of the decision to suspend their child including:

- Letter stating period of suspension - dates it begins and ends.
- Reasons for suspension.
- Any programme to be followed by pupil and or parent.
- Arrangements for returning to school and any commitments to be entered into by pupil and parents.
- Provision for an appeal to Board of Management.
- Right to appeal to the Secretary General of the DES (Education Act 1998 section 29).

Expulsion (permanent exclusion)

Under the Education Welfare Act, 2000; 'A pupil shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer' (Section 24(4))

It is the right of a Board of Management to take; '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of pupils is secured.' (Section 24(5))

The Board of Management has the authority to expel a pupil. As a matter of best practice, this should be reserved for the BOM and not delegated.

Procedure for expulsion

Before a pupil is expelled a meeting is held with parents and pupil to try to find ways of helping the pupil to change their behaviour. The school will ensure:

- The pupil understands the consequences of their actions will result in expulsion.
- All possible options have been tried.
- The assistance of support agencies has been sought.

Serious grounds for expulsion are when:

- Pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's Special Educational Needs constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

Examples of behaviour that might result in immediate expulsion:

- A serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other pupils in the school.
- Sexual assault.

Appeal Process

Parents are entitled to appeal, under Section 29 of the Education Act, 1998, to the Secretary General of the Department of Education and Skills, against some decisions of the Board of Management, including:

- (1) Permanent exclusion from a school.
- (2) Suspension which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Parents/Guardians will be informed in writing by the Principal of the decision of the Board of Management to permanently exclude or suspend the pupil.

Once a decision to expel a pupil is made, parents will be alerted that they have 42 calendar days to bring an appeal.

Parents will be given a copy of Circular 22/02.

The Board of Management will prepare an appeal if the school is being investigated by the Dept of Education and Science.

5. Keeping Records

The following procedures are in place to document behaviour in the school. These are in line with school guidelines and data protection legislation.

Class level

- Teachers record incidents of major and gross misdemeanours and file as appropriate.
- Teachers report on behaviour during parent teacher meetings and in end of year school reports.

- Teachers write notes in the pupil's homework diaries to communicate both positive and negative behaviours.

Playground

- When detention is given the class teacher and principal are informed
- Incident report forms are sent to the principal's office.
- Memos, internal email and intercom systems inform all staff of incidents of major and gross misdemeanours.

School records

- Behaviour observation records, recording diaries, incident report forms, traffic light system report forms and School Support Files are used for school business and kept by the class teacher.
- All documentation related to suspension/expulsion is kept in the pupils file in the principal's office and reported to the NEWB (National Educational and Welfare Board).

6. Procedures for notification of pupil absences from school

The Education Welfare Act, 2000, Section 23 (2) (e) states that the code of behaviour must specify; *"the procedures to be followed in relation to a child's absence from school."* Section 18 stipulates that parents must notify the school of a pupil's absence and the reason for this absence.

Attendance

- Children at risk of developing attendance problems will be identified at an early stage. Class teachers will communicate with the Deputy Principal, H.S.C.L. and relevant class teachers regarding children with previous poor attendance record.
- Roll will be called every day by 10:30am.
- Class teachers are to record explained and unexplained absences of children in our electronic roll calling system – ALADDIN.
- Deputy Principal will be notified of any concerns/ improvements.
- Every effort will be made to raise children's awareness of the importance of punctuality and good attendance, by means of class teacher and regular assemblies.
- Parents are reminded of the electronic roll calling system and the importance of punctuality and good attendance, through monthly newsletter and parental contact with HSCL.
- Parents are expected to provide a written note or telephone to office, stating the reason for child's absence.

- Children with good attendance or whose attendance improves will be rewarded at the teachers' discretion on a monthly basis e.g. extra golden time, extra P.E., Art, video etc.
- All NEWB reporting is carried out through new electronic Aladdin system.
- All records of attendance are stored in our electronic roll calling system
(www.aladdinschools.com)

7. Reference to other policies, procedures and action plans:

- SPHE(Social Personal and Health Education) plan
- Anti-bullying
- Enrolment
- Record keeping
- Home/School links
- Health and Safety
- Equality
- Special Educational Needs Policy
- Child Safeguarding Statement
- Mobile Phone Policy
- Substance Use Policy
- Homework Policy
- Homework Club Policy
- Attendance

8. Success Criteria

The code of behaviour will be monitored through the following:

- Regular review of number of pupils in detention.
- Behaviour and care team meetings.
- IBP's/School Support Files
- Staff Meetings.
- Behaviour Committee meetings
- Middle management meetings
- Assemblies.

- Student Council.
- Parents Association.
- Policy Review in conjunction with BOM.

Some practical indicators of the success of the code include:

- Observation of positive behaviour in class rooms, playground and school environment.
- The practices and procedures of this code are consistently implemented by staff.
- Positive feedback from teachers, pupils and parents

Covid-19 Pandemic and Behavioural Expectations

In light of the need for children to behave differently and to follow specific rules on their return to Holy Family School during the Covid-19 epidemic, this addition to the Behaviour Policy outlines specific changes to guidance that pupils 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 place their wellbeing at the forefront of everything we do. These changes will be communicated to students, parents and staff

Behaviour Expectations:

- amended expectations about breaks or play times, including where children may or may not play
- clear rules and strict sanctions about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education

School Routines and Procedures:

- Expectation to follow new routines/times for arrival or departure
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, physical distancing)
- rules about sharing any equipment or other items including drinking bottles use of toilets

Hygiene and Health Expectations:

- following school instructions on hygiene, such as hand washing and sanitising
- clear expectations about sneezing, coughing, tissue disposal and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus

9. Review and Monitoring

This policy will be monitored and reviewed by the Board of Management by August 2019.

Policy adopted by the BOM on November 28th, 2017

Policy was monitored and reviewed by Behaviour Team from September 2018 to June 2019

Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Date of next review: August 2023