

# St. Oliver Plunkett National School

Alma Place, Carrickbrennan Road, Monkstown, Co Dublin. A94 H562

Tel: 01 2808824

Email: [Principal@stoliverplunkett.ie](mailto:Principal@stoliverplunkett.ie)

This school is a Registered Charity Number 20202192

Roll No. 19499T

## CODE OF POSITIVE BEHAVIOUR

### INTRODUCTORY STATEMENT

St Oliver Plunkett N.S. is a special school for children with specific reading difficulties. Children are enrolled for a placement of up to two years. The school is committed to helping each child to improve his/her reading skills so that he/she will be better able to succeed in mainstream education.

Every effort is made to create a warm, caring atmosphere and to treat each child as an individual with his/her own special abilities, talents and needs. The curriculum is adapted as far as possible to match the abilities and needs of each pupil. Particular attention is paid to the development of the children's self-confidence and self-esteem.

### **Aim of Positive Behaviour Policy**

We recognise that the majority of children behave well at school. The aim of the Code of Behaviour is to promote good behaviour using a whole school approach.

**Every effort will be made by all members of staff to adopt a positive approach to behaviour in the school.**

The Code of Positive Behaviour sets out the expectations around behaviour in our school and the consequences if behaviour falls short of expectations.

This policy has been drafted having regard to all legal requirements (particularly section 23 of the Education Act), TUSLA guidelines and good practice. It must be read in conjunction with all of the other school policies.

Any reference to parent includes guardians. This code applies to all behaviour on the school premises and for any external trips, games or extracurricular activities.

The Code of Behaviour will also apply to incidents of serious misbehaviour outside school, when a child is not under the care and supervision of the school and on those occasions when there is a clear connection to the school and a demonstrable impact on its work. e.g. intimidation or bullying by means of the internet or mobile phones or on the school bus.

## **Principles**

- This policy aligns to our school ethos.
- The school recognises the variety of differences that exist between children and the need to tolerate these differences.
- It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, parents and pupils.
- Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner.

## **Objectives**

- The policy provides a framework through which positive behaviour is encouraged and negative behaviour is discouraged.
- The efficient operation of the school and the structuring of in-class discipline is such that an effective and stimulating learning environment is created.
- The maintenance of order throughout the school and respect for the school environment facilitates a positive learning environment.
- The development of self-discipline in pupils is based on consideration, respect and tolerance for others and respect for self.

## **Whole School Approach**

The following are examples of how we promote positive behaviour in our school:

- SPHE / Learn Together lessons /Whole School Events
- Assemblies
- Student Council with representation from all classes
- Rules and Expectations being clearly displayed in all classes
- Inviting children's input into their classroom rules at an age appropriate level

**As part of our whole school approach the following practices are also expected from all members of our school community.**

- Greeting others with a smile and saying please and thank you.
- Allowing others to go ahead of you through doors.
- Holding the door open for others, in particular visitors, parents, someone carrying something or someone (for example, a baby or a large parcel), wheelchair users or for someone younger or smaller than you.
- Giving someone your full attention when they are speaking to you.
- Saying "Excuse me",if you need to get someone's attention and then stepping away and waiting until that person is ready. Saying " Excuse me, it's urgent", if it is urgent, (for example if you urgently need to use the bathroom or if someone is injured).

- Knocking only once at the office door and waiting, unless the adult is busy, in which case you return later, unless urgent.

### **Implementation of the Code of Behaviour & Discipline**

The code has been developed in order to foster a harmonious relationship between children, teachers and parents.

The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for maintaining order within the school premises. The SNA, under guidance from the teacher and management, will help to maintain discipline in the school. A pupil will be referred to the Principal for major and gross breaches of discipline (or for repeated incidents of unacceptable behaviour of a less serious nature).

The staff will apply a positive approach to promoting appropriate behaviour within the school. Parents/Guardians are encouraged to maintain regular contact with the class teacher through Aladdin Connect. Parents will be informed at an early stage if their child is having problems and support of parents is essential for the code to operate effectively.

### **ROLE OF THE BOARD, PARENTS, STAFF AND CHILDREN**

#### ***The role of the Board includes:***

- Regular review of the Code of Behaviour.
- Ongoing monitoring of the implementation of the Code of Behaviour.
- Provision of support to the principal and the staff in implementing the Code of Behaviour.

#### ***The role of the teacher includes:***

- The promotion of positive behaviour through effective teaching of an inclusive and engaging curriculum and a well managed classroom.
- The use of a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and additionally to maximise positive behaviour.
- Ensuring pupils are aware of, and understand, the Code of Behaviour and how it may influence their conduct.
- A commitment to fully implementing the Code of Behaviour, and to applying the range of sanctions and rewards appropriately.

Keeping a log of serious breaches of behaviour stored on Aladdin and a running record of repeated minor breaches in class as required

- Communicating with parents about children's behaviour generally, both at general parent / teacher meetings and at an individual level, as required.
- Engaging with in-school reviews for behaviours of concern.
- Participating in the regular review of the Code of Behaviour initiated by the Board of Management.

### ***The role of the SNA includes***

- Supporting pupils with special needs to adhere to the Code of Behaviour, and ensuring that those pupils are aware of, and understand, the Code of Behaviour and how it may influence their conduct.
- Supporting teachers in the implementation of the Code of Behaviour.
- Engaging with in-school reviews for behaviours of concern.
- Participating in the regular review of the Code of Behaviour initiated by the Board of Management.

Keeping a log of serious breaches of behaviours and a running record of repeated minor breaches, as directed by school management

### ***The role of parents includes:***

- Being familiar with the school Code of Behaviour
- Adhering to the school Code of Behaviour
- Ensuring children are appropriately dressed for school.
- Ensuring children are on time for school and ready for learning.
- Ensuring children's homework is done and signed off daily.
- Ensuring children have the necessary equipment for school which includes a healthy lunch.
- Attending meetings with the school if requested.
- Signing and returning behaviour reflection sheets as required.
- Being contactable by phone.
- Communicating with teachers about any issues that affect their children's behaviour.

### ***The role of pupils includes:***

- Taking an age appropriate and active role in helping to create the classroom rules.
- Adhering to the school rules and following instructions from adults
- Behaving well and encouraging others to behave well.
- Informing staff of inappropriate, dangerous or bullying behaviour.

## **GENERAL SCHOOL RULES**

### **Morning**

- Children are expected to be in school at 9:00 a.m. and be escorted to their class line or into school by a teacher/SNA

### Exiting the School

- Children exit the building with their class and teacher and/or SNA. They are not permitted to leave via a different exit.
- At all times children should walk quietly when moving outside the school building.

Children must be collected punctually at 14:40 if not travelling on the school bus.

There is no parking in the school grounds.

### Inside the School

- Children always walk in the building. No running is permitted.
- Children walk on the left-hand side along the corridors.

### Appropriate Language

- Bad language (cursing/swear words) or derogatory language must not be used.

### Clothing

- Children should wear their school uniform everyday. Jewellery should be kept to a minimum. Hooped earrings and necklaces are not permitted.
- Hats / Caps are for outdoor use and are not to be worn in the building.

There are occasional non-uniform days in the school calendar. during which low cut tops, crop tops, scant shorts and clothing with offensive slogans should not be worn to school.

### Chewing Gum

- Chewing Gum is not allowed.

### Mobile Devices (including phones and wearables)

- The device must be switched off and kept in the child's school bag for the duration of the school day.
- At no time are children allowed to use the device whilst in the school building, school grounds or for any school activity, such as using school transport, external school trip, sports events. Any child breaking this rule will have their device confiscated. It will only be returned to the parent/guardian (not the child) who will have to collect it from the school office.

### Yard Behaviours

- The yard rules are attached in Appendix 1. On occasion, those rules may need to be amended or added to, in which case, the children will be taught the up to date rules.

### Classroom Behaviours

Children are involved in creating their classroom rules at an age appropriate level at the start of the year. These are in addition to the school rules, set out below, which apply in all classrooms.

- Respect for self, property and others.

- Listening to others. Children are not permitted to shout out and are required to show active listening to staff and their peers.
- Being ready to learn; Children must be ready for class by having their school equipment and materials ready.
- Completing assigned class work
- Being safe in the classroom
- Remaining in the classroom/yard etc unless given permission by staff member to leave.

## **COMPLYING WITH A DIRECTION / REQUEST FROM STAFF**

Children are required to immediately comply with directions and requests from staff.

## **REWARDS**

We recognise that the majority of children behave well at school and due recognition is given to this. Below are examples of rewards and strategies used in our school:

- Achievement awards at assembly
- Golden Time
- Praise
- Awards for the best class line
- Yard awards/ Competition awards/Effort awards
- Dojo points

## **Parents**

Every effort will be made at St Oliver Plunkett N.S. to promote positive relations with parents. Parents will be encouraged to take an active role in their child's education. Parents will have access to the behaviour policy on the school's website and will agree to its terms and conditions on accepting a place at the school.

- Parents will be informed by the class teacher at an early stage if their child is having problems with learning or discipline.
- Parents will be informed not only when their child's behaviour has fallen short of expectations, but if/when it has exceeded expectation
- Communication with parents will be by phone, by email, through Aladdin Connect or face to face.
- If a child's behaviour becomes unacceptable, his/her parents will be invited to the school for a discussion with the child's teacher and SNA as required.
- Actions such as a Referral, suspension or expulsion will be a last resort.

## **Guidelines for Good Behaviour in St Oliver Plunkett School**

### **School Rules**

- Be polite and respectful towards staff, students and visitors.
- Use kind hands, kind feet, kind actions and words
- Walk quietly inside the school building
- Keep mobile phones and smart watches switched off during school time
- Wear your prescribed school uniform.
- Look after school books and school property
- Use IT equipment as directed and approved by the teacher

### **Classroom Rules**

Each teacher will draw up a set of class rules, with the pupils, at the beginning of the school year.

### **Yard Rules**

1. Kind hands and kind feet
2. Be respectful with your words
3. Furniture is for sitting on
4. Play fair and include others
5. Only play in allocated areas
6. Ask adult when going inside

### **Playground Rules**

1. No hanging upside down on monkey bars
2. Maximum of 20 children on at a time
3. No walking underneath equipment
4. One person on the slide at a time
5. No climbing up slide
6. Playground and grass off limits when wet

### **Positive Behaviour Reinforcement**

The B.O.M. and staff believe that using positive techniques of motivation, such as encouragement and praise promotes good order and discipline within the school.

Emphasis will be on rewarding over imposing sanctions. The guiding principle will be on children acquiring those skills of self-discipline and self-regulation.

Behaviour expectations will be outlined at the start of the school year, affording every child the opportunity to work to the best of his/her ability and to derive maximum benefit from a placement at St Oliver Plunkett N.S.

To this end, procedures for dealing with any arising misbehaviours, have been put in place. These procedures provide clear guidelines for children, parents and teachers

## **CLASSIFICATION OF MINOR, MAJOR AND GROSS MISBEHAVIOURS**

Misbehaviour can be classified in three categories:

- Minor
- Major
- Gross

The category of misbehaviour i.e. Minor, Major and Gross will be determined by the teachers and/or Principal, in line with the school's code of behaviour and having due regard for the gravity/frequency of such misbehaviours. Staff will also determine whether it is a case of continually disruptive behaviour or occasional outbursts and whether it is a premeditated or an impulsive behaviour.

### ***Minor Misbehaviours***

- A singular breach of the yard rules
- A singular breach of the classroom rules
- A singular breach of school staff instruction

### ***Major Misbehaviours***

- Repeated breach of teacher or staff instruction
- Telling lies
- Stealing
- Repeated minor misbehaviours, either in the classroom or on the yard.
- Damage to school property.

### ***Gross Misbehaviours***

- Deliberately endangering the safety of themselves, another child or a staff member.
- Leaving the school grounds without permission / unauthorised absence.
- Repeated instances of serious misbehaviour.

## **CONSEQUENCES AND SANCTIONS**

Sanctions are applied having due regard for the seriousness of the offence and the child's previous behaviour record.

A consistent and fair approach is applied to the implementation of sanctions.



A disciplined approach will apply to low-level classroom disruption, depending on the nature of the misbehaviour.

Major and gross behaviours are referred to the Principal.

Staff keep a written secure record of all instances of major or gross misbehaviour as well as a record of improvements.

The following outlines a list and a catalogue of sanctions (not ranked in severity) that will be applied to misbehaviours. The list is not exhaustive and other behaviours and sanctions may apply, depending on the nature and frequency of the misbehaviour.

- Verbal reprimand, in private where practicable, to include reasoning and advising how to improve.
- Removal from the yard for part of or all of lunch break.
- Removal from the yard for a week.(in the case of serious incidents or repeated minor misbehaviours)
- Completion of a reflection sheet during a period of lunch-time detention regarding the inappropriate behaviour.
- Withdrawal of privileges, including golden time, football, extra yard time,
- A pupil should not be deprived of access to a scheduled curricular area, e.g. P.E.
- However, if a pupil is misbehaving or preventing others from learning during a lesson, a cooling off period in which they are removed from the lesson should ensue..
- Incomplete work due to pupil refusal, may be sent home
- Sitting in another area in class.
- Sent to another class for a short period.
- Sent to another class for an extended period. (in the case of serious incidents).
- Sent to principal for repeatedly occurring or serious misbehaviours.
- Returned to school if feasible during a school outing.
- Parents are required to come and collect their child from school.
- Paying for damaged school property.
- Disqualification from participating in upcoming school trips,TBD by Principal (& BoM)
- Banning of child's mobile phone on the school premises.
- Referral to the Board of Management.
- Suspension (the grounds for which are outlined in a separate section).
- Expulsion (the grounds for which are outlined in a separate section).

## Alignment of Misbehaviours and Sanctions

<p><b>Minor Misbehaviour</b></p> <ul style="list-style-type: none"> <li>● Talking in class</li> <li>● Working reluctantly/slowly</li> <li>● Distracting/interrupting others</li> <li>● Minor physical contact</li> <li>● Leaving seat in class without permission</li> <li>● Not wearing uniform</li> <li>● Being discourteous/unmannerly</li> <li>● Inappropriate gestures</li> <li>● Interfering with other pupil's property</li> </ul>	<p><b>Minor Sanctions</b></p> <ul style="list-style-type: none"> <li>● Reasoning with the child.</li> <li>● Reprimand (including advice on how to improve)</li> <li>● Time out from the group or class to another group or class at the discretion of the class teacher</li> <li>● Minor misbehaviours are dealt with in class.</li> <li>● Sanctions for minor misbehaviour remain the same but parents will receive notification from the teacher if behaviour is becoming a concern. Communication from the teacher is generally through Aladdin or a phone call.</li> </ul>
<p><b>Major Misbehaviour</b></p> <ul style="list-style-type: none"> <li>● Repeatedly disruptive in class</li> <li>● Refusing to do his/her work</li> <li>● Physical and/or Verbal aggression in yard/in class</li> <li>● Using unacceptable language/name calling</li> <li>● Leaving the class without permission</li> <li>● Physical contact of a serious nature</li> <li>● Being disrespectful or cheeky to peers and staff members</li> <li>● Damage to personal, school or other people's property</li> <li>● Repeated minor misbehaviours</li> <li>● Misbehaviour at school events or school outings</li> <li>● Repeated inappropriate gestures</li> <li>● Open defiance of teacher's instruction</li> </ul>	<p><b>Major Sanctions</b></p> <ul style="list-style-type: none"> <li>● Recording through Aladdin</li> <li>● Loss of privileges as immediate as possible (Golden Time, trips/tours)</li> <li>● Detention during lunch break (See Footnote A)</li> <li>● Incomplete classwork to be sent home</li> <li>● Referral to the Principal/Deputy Principal/Acting Principal. (See Footnote B)</li> <li>● Communication with parents by phone and email</li> <li>● Meeting with parents.</li> <li>● Consideration of services outside the school (see Footnote C)</li> </ul>
<p><b>Gross Misbehaviour</b></p> <ul style="list-style-type: none"> <li>● Bullying</li> <li>● Repeated major misbehaviour</li> </ul>	<p><b>Gross Sanctions</b></p> <ul style="list-style-type: none"> <li>● Suspension</li> <li>● Referral to services outside the school.</li> <li>● Ending of placement at St Oliver Plunkett N.S.</li> </ul>

- Leaving school premises without permission
- Repeated open defiance of teacher's instruction
- Aggressive, threatening or violent behaviour towards staff/pupils
- Possession of dangerous implements e.g. pen knife
- Vandalism of school property or other people's property.
- Stealing
- Taking medicine/drugs/cigarettes supplying or in possession

## COMMUNICATION WITH PARENTS

- Parents receive an email notifying them that their child has not been following the school rules and a reminder that if the behaviour continues that he/she will be assigned a period of detention. A period of detention will entail completing a reflection sheet during designated lunch break/recreation time.

If the student's non-observance of the school rules continues, the parents will be sent a notice of detention by email and/or hard copy.. This notice informs the parent of the need for the child to satisfactorily complete a separate Reflection Activity Sheet, assigned to the child during the detention period. Detention forms are signed by the relevant teacher and principal, dated and retained by the principal.

## CHILDREN WITH ADDITIONAL NEEDS

In accordance with our ethos and equality legislation the Code of Behaviour will be applied to children with additional needs in accordance with their abilities to adhere to it and their additional needs.

It does not automatically follow that a child with additional needs will be unable to follow the Code of Behaviour nor does it mean that lesser expectations in respect of behaviour will automatically apply. It does mean that proper accommodation will be given to children where it is needed.

Where a child's needs / behaviours arise from an additional need and require a modified approach, professional judgement will be used in respect of the regularity and level of sanctions to be applied to children with additional needs.

Where behaviour is contrary to the Code of Behaviour, a positive approach will be taken by the partners in a child's education (which may include outside agencies) to work together to devise effective targets and strategies to support the pupil with additional needs and improve their behaviour.

## DETENTION/REFLECTION PERIOD

- Children receive a reminder on the yard (or similar) in respect of minor misbehaviours. If a child receives a 2nd reminder, they are withdrawn from yard-play (or similar) for a short period to reflect on their poor behaviour.
- Children may be withdrawn from the yard (or similar) immediately for a major misbehaviour or if they have, on a previous occasion, been given a reminder for minor misbehaviour.

### **Extra Information**

#### **Detention (Reflection Break) (Footnote A)**

- An email; to be responded to by parents, will be sent home before the detention takes place.
- Detention will involve engaging with and completing a reflection activity sheet by the child and will be signed by the parents on completion.
- In the case of misbehaviour during detention, further contact with parents will be made by the principal. The detention period will be repeated.
- In the case of misbehaviour at this repeat detention, a one day suspension will automatically apply.

### **Referrals**

If a child's behaviour is of serious concern, there will be a meeting with the child's parents, teacher and principal. Support may be sought, as appropriate, from support services within the wider community e.g. Community Care Services provided by the HSE.

### **Suspension and Expulsion.**

- When suspension is warranted parents are informed by email and invited to discuss the misbehaviour with the Principal and the class teacher.
- Before resorting to suspension or expulsion, all the correct procedures will have been adhered to.
- Pupils are informed when instances of serious/major misbehaviour are being recorded and parents likewise are kept informed.

### **Suspension Procedures**

Section 24 of the Education Act sets out suspension and expulsion procedures. St Oliver Plunkett School is mindful of the child's constitutional right to an education which should only be deprived in exceptional circumstances.

- For continuously disruptive pupils, or a serious/major breach of discipline, as outlined in the code of behaviour policy, the BOM shall authorise the Principal/Chairperson to suspend a child up to a maximum of three days, in the first instance.

- All communication regarding the proposed suspension shall be in writing.
- A written statement of the terms and dates of the suspension shall be given to parents.
- When a child returns from suspension he/she is obliged to report to the Principal, accompanied by a parent. The child is then readmitted formally to the class.
- The BOM must decide to authorise a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupils and parents/guardians.

**There is an appeals procedure under section 29 of the Education Act, 1998. A copy of this procedure is attached to the behaviour policy under Appendix 1**

**Ending of Placement at St Oliver Plunkett N.S.**

Continued enrolment at St Oliver Plunkett N.S. depends on abiding by the code of Behaviour & Discipline. The B.O.M. reserves the right to discontinue a child's placement during the course of the school year. A second year may not be made available to a child, who:

- Owing to his/her negative behaviour is unlikely to benefit from continued placement at the school.
- As a result of major or gross misbehaviour impinges significantly on the learning of other children.

In these circumstances, parents will be asked to re-enrol their child at his/her original (home) school.

Expulsion will be in accordance with the terms of Rule 130(6) of "The Rules for National Schools"

Appendix 1 Sample letters to be sent home.

**Signed:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

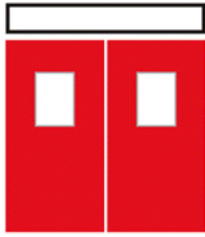
**(Chairperson of Board of Management)**

**(Principal)**

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

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

**Date of next review: September 2024**



# St. Oliver Plunkett National School

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Alma Place, Carrickbrennan Road, Monkstown, Co Dublin. A94 H562

Tel: 01 2808824

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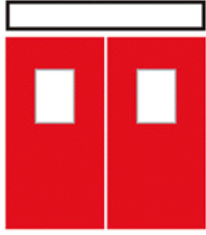
Roll No. 19499T

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

Dear Parent/Guardian,

It has come to my attention that \_\_\_\_\_ is not following the school rule \_\_\_\_\_. If this continues he/she will have to engage in a period of detention and reflection. Please sign this letter and return it to the school.

\_\_\_\_\_  
Donna Coleman  
Principal



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Roll No. 19499T

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

## NOTICE OF A DETENTION PERIOD

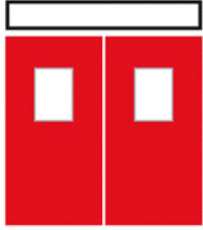
Dear Parent/Guardian,

It has come to my attention that \_\_\_\_\_ has not followed the school rule despite reminders.

A period of detention has been scheduled for him/her on \_\_\_\_\_. During this period he/she will be asked to satisfactorily complete a reflection activity sheet, which we require you to sign on completion.

Please sign this notice and return it to the school.

\_\_\_\_\_  
Donna Coleman  
Principal



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

## NOTICE OF A SUSPENSION

Dear Parent/Guardian,

\_\_\_\_\_  
Donna Coleman  
Principal

Signed \_\_\_\_\_



## **Appendix 2 Appeals Procedure of the Education Act**

### **1. Introduction**

Section 29 of the Education Act, 1998, gives parents (and students who have reached the age of 18) the right to appeal certain decisions made by a school board of management, or a person acting on behalf of a board, to the Secretary General of the Department of Education and Skills. (Changed from Science 2013)

### **2. Decisions which may be appealed**

Currently, section 29 of the Education Act 1998 provides that the following decisions may be appealed to the Secretary General:

- Permanent exclusion from school
- Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year: or

### **3. Procedures to be followed**

The detailed procedures that apply to all appeals to the Secretary General under Section 29 of the Education Act 1998 as outlined in the appendix to Circular 22/02 will be followed. In brief there are three layers to these procedures.

- Both parties will be asked in the first instance to see if an accommodation can be reached at local level:
- Should that fail, and where the appeals Committee considers that it may be possible to facilitate agreement between the appellant and the school, a facilitator will be appointed to contact the parties at the earliest opportunity.
- Finally, an appeal may be referred for hearing by an Appeals Committee appointed by the Minister for Education and Skills.

## **Refusal to Enroll (amended 2015)**

- The principal has the right to decide on enrolment.
- Parents have the right to appeal an enrollment decision to the Board of Management.
- The Board's decision is final but a further appeal can be made to the NCSE (National Council for Special Education)
- Section 29 no longer applies to refusal to enroll.