



# Moycarkey NS

## Title

Code of Behaviour

## Introductory Statement

The original policy was reviewed in February 2010 with input from all staff. Representatives from parents association and pupils were consulted in March 2010. BOM input was sought through a BOM meeting in April 2010.

## Rationale

It is necessary to review a Code of Behaviour at this particular time:

- To ensure an orderly climate for learning in the school
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), 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; and*
  - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

## Relationship to characteristic spirit of the school

Moycarkey NS strives to provide a well ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.

## Aims

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
- To achieve a high level of co-operation among parents, staff and pupils in regards to behaviour in the school

## 1. Guidelines for behaviour in the school – school rules

The standards of behaviour the school wishes to promote are listed below.

Each pupil is expected to:

- be well behaved and to show consideration for other children, teachers and adults
- show respect for the property of the school, other children's and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework.
- wear either the school uniform or tracksuit
- adhere to the schools healthy eating policy
- be truthful and honest at all times

Bad language and name calling is not acceptable and mobile phones are not allowed in the school at any time.

Teachers will be cognisant of factors influencing children's behaviour that may sometimes need to be considered and accommodated on a case by case basis. Teachers will strive to ensure that the rules are communicated clearly to children with special educational needs.

On enrolment parents are asked to accept the school code of behaviour by signing the relevant section of the enrolment form, in accordance with Section 23 (4) of the Education welfare Act which states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and that the principal '*may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child*'.

## 2. Whole school approach in promoting positive behaviour

*The elements of a whole school approach to behaviour include*

- *An ethos, policies and practices that are in harmony*
- *A teamwork approach to behaviour*
- *A whole-school approach to curriculum and classroom management*
- *An inclusive and involved school community*
- *A systematic process for planning and reviewing behaviour policy*

### Staff

Staff were consulted during the review process. A copy of all school policies will be available in all classrooms and this folder will be brought to the attention of all new and temporary staff.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. Staff can support the implementation of the policy in the following ways:

- All staff are expected to model the standards of behaviour that pupils are asked to respect
- All teachers are expected to implement the policy consistently and fairly
- All teachers are expected to teach the rules and refer to them regularly
- All teachers are expected to promote and acknowledge positive behaviour
- All teachers are expected to teach SPHE lessons on problem solving, self esteem, respect etc. The activities scheduled to develop these skills in children are Circle Time, role play etc

## **Board of Management**

- The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management.
- The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.
- The Board should play an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities.
- The Board should make sure that all members of the school community have the opportunity to be involved in work on the code of behaviour.
- The Board of Management should formally record the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed (p. 15 Guidelines)
- The BOM should oversee the implementation of the code of behaviour
- The Board of Management is responsible for implementing procedures where a suspension or expulsion is being considered
- The Board of Management is consulted in reviewing/drafting of the code of behaviour through BOM meetings
- The Board of Management supports the school in implementing the code of behaviour in the school on an ongoing basis.
- The Board of Management supports the staff in implementing the code of behaviour e.g. provision of opportunities for staff development if necessary.
- The procedures are in place for the Board of Management to deal with serious breaches of behaviour.

## **Parents**

*The code of behaviour will be more likely to work well where parents have meaningful ways of contributing to the development or review of the code. Their involvement will draw on their expectations, insights and experience. It will help to underline their responsibilities for their children's behaviour. (p. 16 Guidelines)*

There is an open door policy in the school and a good relationship is in place between staff and parents.

Representatives from the Parents Association were involved through a consultative meeting. Ideas/suggestions from the general parent body, following a parent association meeting were welcomed.

For the parents not directly involved, an invitation was extended to parents to view the draft policy in the school and make suggestions based on this draft policy. *Please note the final authority rests with the Board in accepting or rejecting such amendments.*

A copy of the code of behaviour will be given to parents on the enrolment of their child.

Parents can support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour, in the following ways:

- Parents ensure their children attend school regularly, dropped at school and collected from school punctually
- Parents encourage their children to do their best and to take responsibility for their work

- Parents are aware of and cooperate with the school's rules and system of rewards and sanctions
- Parents encourage their children to be honest and respectful
- Parents attend meetings at the school if requested
- Parents provide a lunch that is in compliance with the school's healthy eating policy
- Parents help their children with homework, ensure that it is completed and signed
- Parents ensure their children have the necessary books and materials, and appropriate clothing for school - uniform, tracksuit, coats etc.
- Parents are expected to model the standards of behaviour that pupils are asked to respect
- Parents are expected to send a note to school if their child needs to bring a mobile phone to school or if the child is to stay in at lunchtime

The code of behaviour will be communicated to parents in the following ways:

- Give a copy on enrolment
- Through the school website
- Aspects of the school policy sent home on the school newsletter
- Copy available from the school / Parents Association on request
- School rules attached to homework journal

## **Pupils**

*Students are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process (p. 16 Guidelines)*

Pupils from third class upwards were involved in drafting the code of behaviour. This involved a classroom discussion in March where pupils gave their input on rules and sanctions.

Pupils play a part in the ongoing implementation of the code of behaviour by:

- Drafting rules for the classroom
- Senior pupils modelling good behaviour
- Taking responsibility for their own behaviour
- Being aware of and adhering to the school rules

Opportunities will be given to pupils to monitor and review the code of behaviour through classroom discussion.

## **3. Positive strategies for managing behaviour**

### **Classroom**

Every September the class rules are devised by the individual class teacher in consultation with the pupils. These are displayed in the classroom and referred to as necessary.

Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave in the classroom. There is a clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour.

Individual teachers ensure that they use a variety of activities and methodologies to sustain pupil interest and motivation and are geared to individual pupil's level of ability and interest.

## **Playground**

- Play fairly, no rough play
- Play in your own area
- Do not play on the grass before or after school
- Stay clear of the trees, flowers and oil tank
- Stay under the canopy on wet days, no running allowed.
- Ask the teachers permission to use the toilet
- When the bell rings, stop playing and walk to your line

Above is a concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted. These were devised by teachers, parents and pupils through a consultative process.

There are 2 yard areas, one for the junior pupils and another for the senior pupils. There are two teachers on duty at each break.

On wet days when children are confined to the shelter areas, there is a need to supervise more closely the behaviour of senior pupils. To alleviate this, it is hoped that this year board games will be made available for children in the school hall. Currently on wet months during the Winter, indoor leagues are organised and run at lunchtime for the senior pupils.

In case of children returning from the playground to use the toilet, children use the assigned toilets. For children who remain inside due to illness, they sit in the sick bay under supervision.

In the case of incidents of misbehaviour during breaktime the child is put in 'timeout' their name recorded in the yard book and depending on the severity of the incident they may be on detention on Friday lunchtime or in timeout during other breaktimes. The class teacher is informed.

## **Other areas in the school**

In the case of toilets, only one pupil is allowed out to the toilet at any one time and permission must be sought from the class teacher. Children are reminded of these, at the start of the year and as required after that. All staff can contribute to the promotion of positive behaviour around the school by praising good behaviour as noticed in the school and all teachers are expected to respond to inappropriate behaviour regardless of whether the child is in the teachers class or not.

## **School related activities**

Standards and rules contained in the code of behaviour apply in any situation where pupils are still the responsibility of the school such as school tours, outings, matches etc.

## **4. Rewards and Sanctions**

### **Rewards and acknowledgement of good behaviour**

The rewards currently in use are:

- Praise through a quiet word or gesture or approval
- Stickers or stars (may be linked with behaviour charts)
- Homework off passes
- Positive comment in a pupils copybook
- A visit to another member of staff or principal
- A word of praise in front of class group
- A system of merit marks (at teachers discretion)
- Some responsibility or privilege given (e.g. messages, milk etc)
- Message in the homework journal
- Golden time (may be part of merit system)

- Student of the day / week
- Raffle tickets for prizes

Rewards are selected at a teacher's discretion and are aimed at appropriate age levels and are rewarded for good or improved behaviour.

At the end of each term, those with good attendance are rewarded and those with full or nearly full attendance are acknowledged at the end of year mass.

### **Strategies for responding to inappropriate behaviour**

Disapproval of unacceptable behaviour will be dealt with as follows and the nature of the behaviour will determine the strategy.

- *Reasoning with the pupil*
- *Verbal reprimand including advice on how to improve*
- *Prescribing extra work*
- *Informal communication with the parents e.g. through homework journal*
- *Timeout in class or on playground*
- *Withdrawal of privileges*
- *Referral to the principal / deputy principal*
- *Detention*
- *Formal meeting with parents*
- *Formal report to the Board of Management*

Sanctions will be applied to help pupils change inappropriate behaviour by helping pupils understand that they have choices about their behaviour and that all choices have consequences and so pupils will learn to take responsibility for their behaviour. This may take the form of discrete lessons with individual pupils.

Class teachers may apply all sanctions at each level except for the formal meeting with parents, which is the remit of the class teacher and principal and also the formal report to the BOM which is the responsibility of the principal.

### **Involving parents in management of problem behaviour**

Parents are contacted at an early stage in order to try and prevent escalation of misbehaviour. This is done by the class teacher through the homework journal or through an informal meeting with the parents. In order to maximise a co-operative approach, parents are asked to come in as soon as possible at their convenience, through a word from the pupil or a note in the homework journal. At the early stage the child is not present for the meeting.

Parents are encouraged to contact the school if they have concerns. They are informed of the procedure, which is to contact the class teacher and arrange a meeting for either before or after school hours. These procedures communicated to parents at the beginning of each school year.

### **5. Suspension / Expulsion**

The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court.

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their code of behaviour.

The school is required by law to follow fair procedures when proposing to suspend or expel a student. Fair procedures has two essential parts:  
The right to be heard and the right to impartiality.

## **Suspension**

Suspension is defined as requiring a student to absent himself/herself from the school for a specified, limited period of school days.

The Board of Management of Moycarkey National School has the authority to suspend a student.

The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously 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.

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

Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value.

Suspensions can provide a respite for staff and the student, give the student time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour.

The factors as per the NEWB guidelines pg. 72 will be used by the school where a suspension is being considered. (See attached)

## **Suspension as part of a behaviour management plan**

Suspension should be part of an agreed plan to address the student's behaviour. The suspension should:

- enable the school to set behavioural goals with the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour.

## **Forms of suspension**

### **Immediate suspension**

In exceptional circumstances, the Principal in consultation with the chairperson of the BOM may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

## **Procedures in respect of suspension**

### **Inform the student and parents**

The school will let the student and their parents know about the complaint in person or by phone and in writing. Parents will be informed how it will be investigated and that it could result in suspension. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

### **Give an opportunity to respond**

Parents and student will be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

### **Procedures in relation to immediate suspension**

Where an immediate suspension is considered by the Principal in consultation with the chairperson of the BOM, to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension

apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

## **The period of suspension**

A student will not be suspended for more than three days, except in exceptional circumstances where the BOM and the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

If a suspension longer than three days is being proposed by the chairperson and the Principal, the matter should be referred to the full Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

However, a Board of Management may wish to authorise the chairperson, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it. The Board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*.

These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

## **Appeals**

In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

### **Section 29 Appeal**

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

At the time when parents are being formally notified of such a suspension, they should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the *Education Act 1998*, and should be given information about how to appeal.

## **Implementing the suspension**

### **Written notification**

The chairperson will notify the parents and the student in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Patron
- the right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29).

### **Engaging with student and parents**

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal or another staff member delegated by the Principal meets with the parents to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this.

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

## **Grounds for removing a suspension**

A suspension may be removed if the Patron decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the *Education Act 1998*.

## **After the suspension ends**

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

### **Re-integrating the student**

The school will have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school will arrange for a member of staff to provide support to the student during the re-integration process.

### **Clean slate**

When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

## **Records and reports**

### **Records of investigation and decision-making**

Formal written records should be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

### **Report to NEWB**

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000*, section 21(4)(a)).

## **Review of use of suspension**

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

## **Expulsion**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school.

The Board of Management of Moycarkey National School has the authority to expel a student.

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence.

Refer to the NEWB guidelines pg. 82 for the factors to be considered before expelling a student. (see attached)

## **Procedures in respect of expulsion**

Schools are required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions. The school will refer to the guidelines pg. 83-86 in the event of an expulsion being considered. If expulsion is being considered parents will be given a copy of the detail in these steps.

## **Appeals**

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (*Education Act 1998* section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### **The appeals process**

The appeals process under section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

## **Review of use of expulsion**

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

*Under the Education Welfare Act, 2000, 'A student 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 students is secured.' (Section 24(5))*

## **Appeals**

Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Parents will be given a copy of Circular 22/02 and related forms where necessary.

The principal and BOM will prepare a response if and when an appeal is being investigated by the Dept. of Education and Science. (Section 12, Circular 22/02 – Processing of an Appeal)

## **6. Keeping records**

Refer to record keeping policy. Records are written in a factual and impartial manner.

### **Class level**

A standard 'behaviour record form' is available that will be used by teachers for recording persistent misbehaviour. This will be retained by the class teacher in a secure location. This record is to be reviewed weekly and improvements in behaviour must also be recorded.

When a pupils behaviour is having a detrimental effect on other pupils education the misbehaviour must be reported to the principal.

The end of year report includes a reference to behaviour. Parents will be kept up to date during the year regarding issues of misbehaviour.

### **Playground**

A record of misbehaviour on the yard is recorded in the yard book. This is carried by one of the teachers on duty at each breaktime. If there is any misbehaviour, the teacher on duty informs the class teacher of the event. Regular staff meetings take place to encourage consistency in the application and interpretation of the rules, to ensure record keeping is consistent and playground rules are being applied.

### **School records**

The following school records are retained: communication between school and home, with outside agencies, any reports to the Board of Management, documentation pertaining to appeals under Section 29.

## **7. Procedures for notification of pupil absences from school**

Parents are informed that under Section 18 of the Education Welfare Act 2000, it stipulates that parents must notify the school of a student's absence and the reason for this absence.

Parents are requested to fill out the reason for absence note in the homework journal. This note is then kept by the class teacher for the duration of the school year. In the note parents are asked to record the dates of absence, reason for absence and to sign the note. The school uses the standard forms to report on pupil absences to the National Education Welfare Board.

The school uses the following strategies to encourage school attendance:

- Creating a stimulating and attractive school environment
- System for acknowledging/rewarding good or improved attendance
- Adapting curriculum content and methodologies to maximise relevance to pupils
- A variety of extra curricular activities take place during school time
- Making parents aware of the terms of the Education Welfare Act and its implications.

## **8. Reference to other Policies**

The school policies that have a bearing on the code of behaviour are:

- o SPHE plan
- o Anti-bullying
- o Adult bullying and Sexual harassment
- o Enrolment
- o Record keeping
- o Health & Safety
- o Special Educational Needs

<b>Success Criteria</b>
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Indicators of the success of this policy are:

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers

- Positive feedback from teachers, parents and pupils

### **Roles and Responsibility**

Refer to section 2 for detail on the roles and responsibilities of each party.

The BOM, staff and pupils have responsibility for the implementation of this policy

The principal, staff and BOM will coordinate and monitor the implementation of this policy.

### **Implementation Date**

The policy was implemented in May 2010.

### **Timetable for Review**

The policy be reviewed and, if necessary, amended in September 2011 and every September following.

### **Ratification & Communication**

The BOM officially ratified the policy on \_\_\_\_\_

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

A copy of the ratified policy will be given to all staff, the BOM and the parent body. It is also available in the school on request or on the school website.

## Behaviour record form

**Pupils name:**

**Class:**

Date	Event	Sanction applied and contact with parents