



*This Code of Behaviour has been drafted Under Section 23 of the Education (Welfare) Act 2000, which states that the Board of Management of each school must prepare and make available a Code of Behaviour in respect of its pupils. The Act requires that the school Code of Behaviour be prepared in accordance with Guidelines issued by the National Educational Welfare Board / TÚSLA. TÚSLA must also advise schools on matters relating to the conduct of pupils and must "promote and foster, in recognised schools, an environment that encourages children to attend school and participate fully in the life of the school." Education (Welfare) Act, 2000 Section 10. ( Referenced material includes 'Developing a Code of Behaviour: Guidelines for Schools' NEWB 2008; 'Managing Challenging Behaviour: Guidelines for School' INTO 2004)*

The school principal in consultation with all staff members, the board of management, the senior students, the parents association and the entire parent body devised this code of behavior. It was devised in the final term of 2017. This policy is formed in conjunction with the anti-bullying policy.

### **Rationale**

- The Board of Management Boolavogue N.S. decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- 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:*

1. The standards of behaviour that shall be observed by each student attending the school;
2. The measures that shall be taken when a student fails or refuses to observe those standards;
3. The procedures to be followed before a student may be suspended or expelled from the school concerned.
4. The grounds for removing a suspension imposed in relation to a student; and
5. The procedures to be followed in relation to a child's absence from school.



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### **Relationship to Characteristic Ethos of our school**

Boolavogue NS seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are nurtured and valued. Our code of behaviour reflects the vision of the child at the centre of the learning process and we hope to ensure that each child is provided with experiences that are relevant and age appropriate to his/her needs in a disruptive free environment. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

### **Aims:**

- The aims of the Code of Behaviour for Boolavogue N.S. are:
- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

### **Principles:**

- Boolavogue N.S. recognises the variety of differences that exist between children and the need to tolerate these differences
- In devising the code of behaviour, consideration has been given to the particular needs and circumstances of Boolavogue N.S. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment.
- Every effort will be made by all members of staff to adopt a positive



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approach to the question of behaviour in the school. The code offers a framework within which teachers utilise positive techniques of motivation and encouragement.

- It is agreed that a high standard of behaviour requires a strong sense of community with the school and a high level of co-operation among staff and between staff, pupils and parents.
- Rules are being kept to a minimum and are positively stated in terms of what pupils should do.
- The overall responsibility for discipline within Boolavogue N.S. rests with the principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the Principal and/or Deputy Principal for serious breaches of discipline and for repeated incidents of minor misbehaviour.
- Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner

### **School Rules**

1. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect other students and their learning
4. We are kind and willing to help others
5. We follow instructions from staff immediately
6. We walk quietly in the school building
7. We show courtesy and good manners
8. We try to use respectful ways of resolving difficulties and conflict
9. We ask permission to leave the classroom/school.
10. We do our best in class
11. We take responsibility for your own work
12. We wear the appropriate uniform.
13. We follow our Healthy Eating Policy.

These can be summed up as 6 Golden Rules:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.
3. We are honest. We tell the truth.
4. We are kind.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

### **General guidelines for Positive Behaviour:**

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep



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the school environment clean and litter free.

3. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present their work neatly.
4. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence. This is a requirement by the National Education Welfare Board (NEWB) and is subject to inspection by the Education Welfare Officer (EWO).
5. Pupils are expected to be punctual.

### Clár ama na Scoile:

- School begins: 9.20a.m.
  - **Children are reminded that they are only to access school premises from 9.10 each morning. Any child who enters prior to his time will be unsupervised and therefore uninsured. Regular reminders are sent to parents via the bulletin.**
  - School Closes: Junior/ Senior Infants 2.00p.m. \*\*For the first two week in school, junior infants are collected at 12.00pm to ease them into the school day gradually.
  - School Closes: 1<sup>st</sup>-6<sup>th</sup> 3.00pm
6. Pupils are expected to do their best in school by listening carefully, working as hard as they can and by completing his/her homework. It is the policy of the school to assign homework on a regular basis. Parents are strongly advised to take an active interest in their child's homework and to sign their homework journal each night (ensuring that it is done).
  7. Pupils are expected to be truthful and honest at all times.

### Strategies for affirming Positive Behaviour:

1. A quiet word or gesture to show approval
2. A comment on a child's exercise book
3. A visit to another class or Principal for commendation
4. Praise in front of the class group
5. Individual class merit awards, points awards or award stamps
6. Delegating some special responsibility or privilege
7. Written or verbal communication with parent.

### 2. Disapproval of unacceptable behaviour will be dealt with as follows;

(The nature of the behaviour will determine the strategy)

1. Reasoning with pupils



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2. Reprimand (including advice on how to improve)
3. Prescribing extra work
4. Communication with Parents
5. Temporary separation from peers
6. Loss of privileges.
7. Referral to Principal/Deputy-Principal
8. Principal or teacher communicating to parents in oral or written form.
9. Suspension/expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by circular 7/88).

### **Procedures:**

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours, as follows;

### **Examples of minor misdemeanours: ( See Appendix A , page 2)**

- Interrupting class work;
- Arriving late for school regularly;
- Running in school building;
- Not wearing correct uniform;
- Being discourteous or unmannerly;
- Repeated inappropriate and/or disrespectful comment/action made towards peers
- Repeated inappropriate and/or disrespectful comment/action made towards staff
- Not completing homework without good reason;
- Not having homework signed by a parent where requested to do so;
- Telling lies
- Repeated infringement of the school rules of how to behave in the yard;
- Refusing to carry out a specific instruction given by a teacher;
- Refusing to do assigned school work;
- Misbehaviour in yard generally deemed to be a minor breach of discipline and encompasses any action that upsets another pupil or puts the safety of self/other pupil or staff member at risk.

### **Procedures to be followed by teachers and sanctions to be imposed when dealing with minor breaches of discipline:**

- Reasoning with pupil
- Prescribing extra work
- Communication with parents- form of note/incident form/phone call/meeting
- Temporary separation from peers if and when appropriate
  - this can be in a time out within the classroom and/or another classroom
  - this can be in the form of a 'timeout' on yard in



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designated zone

- Loss of privileges
- Referral to principal/deputy principal
- Principal or Deputy-Principal may meet one/both parents concerning behaviour;
- Where appropriate, a copy of the 'Reminder Letter to Parents regarding the school Code of Behaviour' will be sent home. (See Appendix B)

### 1.2. Examples of steps to be taken when dealing with regular occurrences of minor misdemeanours

#### Phase 1 (within the classroom):

- Note in homework journal to be signed by parent
- Temporary separation from peers i.e timeout to another classroom/yard timeout
- Note to parents concerning further misbehaviour in yard (Misbehaviour in yard consists of any action that puts the safety of self/other pupil at risk)

#### Phase 2:

- Send to the Principal
- Class teacher meets one/both parents
- Principal/Deputy Principal meets with one/both parents

#### Examples of serious misdemeanours ( See Appendix A, page 2)

• Repeated minor breaches of discipline may be considered to be a serious breach of discipline

- Bullying ( see Anti-Bullying Policy on school website and note below)
- Isolated incident of verbal/physical attack made on another child
- Regularly being disruptive/disrespectful to peers/staff in class
- Stealing or damaging other pupil's property
- Leaving the school premises during school day without permission of the Teacher, Deputy Principal or Principal;
- Endangering self or fellow pupils in the school environs
- Using inappropriate language which is offensive
- Use of mobile phone during school hours.
- Retaining mobile phone during school (not handing up mobile phone to teacher at 9.20)
- Repeated inappropriate and/or disrespectful comment/action made towards peers
- Repeated inappropriate and/or disrespectful comment/action made towards staff
- Any action that is physically or verbally injurious to another member of the school community including the dissemination of any material that could be offensive to a member of the school community.

#### Procedures to be followed when dealing with serious misdemeanours:

1. An Incident Report Form will be completed by the pupil's teacher or supervising teacher.
2. Pupil is to be sent to Deputy Principal or Principal for investigation and the parents will be informed of this action.

3.



The



child



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will be expected to apologise to the class teacher and any other member of the school community who has been offended by the pupil's actions.

4. The child will be asked to commit to not engage in any similar behaviour in the future that may cause offence or injury to another member of the school community

5. Pupil will be prescribed extra work and/or loss of privileges and/or separation from peers. Staff members will impose a suitable sanction after consideration and consultation regarding each individual incident.

6. Where serious breaches of behaviour have occurred and continue to occur, the school may devise an 'Individual Behaviour Plan' (See Appendix C) that includes steps to be adhered to in order to prevent the re-occurrence of the misdemeanours.

7. The Principal will report to the Board at each Board meeting any serious breaches of discipline that have occurred since the last meeting. The identity of the children involved will be protected as far as possible.

8. Where necessary, the Chairperson of Board of Management will be informed of the incident and parents will be requested to meet with the Chairperson and Principal.

### 2.2 Examples of Gross Misdemeanours

#### Examples of Gross Misdemeanours ( See Appendix A, page 2)

- Repeated occurrence of serious breaches of discipline will be considered to be gross breaches of discipline;
- Wilfully causing serious damage to school property or buildings e.g. setting fire to property, damage/vandalism.
- Aggressive, threatening or violent behaviour towards a teacher/pupil or any member of the school community.
- Any behaviour that is a persistent cause of significant disruption to the learning of others or to the teaching process.

***(It should be noted that these lists consist of examples only. Other actions not listed above may be classed as gross misdemeanours.)***

### 2.3 Examples of steps to be taken when dealing with gross misdemeanours;

- Chairperson/Principal to sanction immediate suspension pending discussion with parents
- Expulsion will be considered in an extreme case in accordance with Rule 130 (6) "No pupil can be struck off the rolls for breaches of discipline without prior consent of patron and until alternative arrangements are made for enrolment of pupil at another suitable school in the locality".

**It should be noted that these lists consist of examples only: It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.**

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to the school to discuss their child's case.

Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour. Where there are repeated instances of serious misbehaviour, the Chairperson of the BOM will be informed and the parents will be requested



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attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in a acceptable manner in the future, the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act. In the belief that the most effective schools tend to be those with the best relationship with parents, every effort will be made by the principal and staff to ensure that parents, are kept well informed that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but also when they have behaved particularly well

Parents have a role to play by encouraging their children to have a sense of respect for themselves and others. They should show an interest in supporting and encouraging their children's school work. They should be familiar with the code of behaviour, support its implementation and co-operate with teacher in instances where their child's behaviour is causing difficulties for others. They should communicate with the school in relation to any problems which may affect their child's progress/behaviour.

Pupils have responsibilities to attend school regularly and punctually. They should listen to their teachers and act on instructions/advice. They should show respect to all members of the school community, school property and the property of others. They should avoid behaving in a way that would endanger others. Name-calling, swearing and nasty remarks are to be avoided. They should include other pupils in games and activities. Lastly they should follow school and class rules.

Teachers should endeavour in implementing the code of Behaviour to create a safe working environment for each pupil. They should recognize and affirm good work. They should be consistent, while recognising each child's individual needs, courteous and fair. They should keep a record of instances of serious misbehaviour or repeated instances of misbehaviour. Lastly they should communicate with parents when necessary and provide reports on matters of mutual concern.

## **Sanctions**

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that



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they have choices about their own behaviour and that all choices have consequences

- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Detention during break or after school
7. Communication with parents
8. Referral to Principal
9. Principal communicating with parents
10. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Usually sanctions will relate as closely as possible to the behaviour.

### **Suspension and Expulsion**

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the



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parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

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

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### **Children with Special Needs**

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

### **Communicating with Parents**

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is



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as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal (infants do not have a homework journal, please check bags for notes)
- Letters/notes from school to home and from home to school
- School notice board
- Newsletters/school web-site/e-mails
- TextaParent service.

### **Roles & Responsibilities of Parents**

Parents are expected to:

- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Ensure that children have their school books at the beginning of the school year
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/Principal through the school office stating whether it is a school or private concern
- Respect school property and encourage their children to do the same e.g. do not allow children to climb walls, run in between bushes etc.
- Label all items of school uniform (including coats, scarves, hats, gloves) and other property e.g. lunchboxes, pencil cases etc. with permanent markers or stitching as it can be difficult to trace items.
- Not send your child to school if your child is unwell
- Abide by the administration of medicines policy
- Supervise younger siblings on school premises when collecting other pupils or visiting the school
- Refrain from bringing family pets/dogs into the school yard (even if on a lead)
- If you have concerns, about the behaviour of a child either on the school grounds or while on a school excursion, please contact and/or report the incident to the teacher on duty as the Board of Management is responsible for the Health and Safety of all staff and students. If the behaviour is unacceptable and the teacher is not present, in the case of children getting lifts to excursions, matches etc. please ask the children to stop the behaviour and report immediately upon arrival to/return from the venue.
- Refrain from directing other people's children across the road or elsewhere.
- All children must be collected by parent/guardian or designated adult at the school gate. Children will not be permitted to leave school gates unaccompanied.
- A note/ phonecall must be sent/made into/to the school if the child is



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- being collected by anyone other than the designated person.
- Refrain from smoking on school premises.
  - Read homework journal and check that the outlined work has been completed before signing
  - Ring the school if they have a concern about their child as opposed to calling in at break times
  - Respect the professionalism of the staff working in the school

The code will be reviewed at regular intervals.



**Appendix A: INCIDENT REPORT FORM  
BEHAVIOUR CHECKLIST**

**Appendix B: REMINDER LETTER**

**Appendix C: BEHAVIOUR CHECKLIST**



Code of Behaviour  
Appendix A (page 1 of 2)  
**INCIDENT REPORT FORM**

Date of Incident: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time of incident: \_\_\_\_\_

Misdemeanour Code(s): \_\_\_\_\_

Details of incident:

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Staff members present: \_\_\_\_\_

Other witnesses: \_\_\_\_\_

Was incident a health and safety risk: Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, to whom? \_\_\_\_\_

If physical hurt or injury was caused, please describe injury briefly:

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Action Taken:

Principal informed Yes \_\_\_\_\_ No \_\_\_\_\_

Parents informed Yes \_\_\_\_\_ No \_\_\_\_\_

Parents asked to visit school Yes \_\_\_\_\_ No \_\_\_\_\_

Teacher/Parents meeting held Yes \_\_\_\_\_ No \_\_\_\_\_

Principal/ Parents meeting held Yes \_\_\_\_\_ No \_\_\_\_\_

Further action:

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SIGNED:

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DATE:



Code of Behaviour  
Appendix A (page 2 of 2)  
Behaviour Checklist

Minor breaches of discipline:	Code
• Interrupting class work;	M1
• Arriving late for school regularly;	M2
• Running in school building;	M3
• Not wearing correct uniform;	M4
• Being discourteous or unmannerly;	M5
• Repeated inappropriate and/or disrespectful comment/action made towards peers	M5
• Repeated inappropriate and/or disrespectful comment/action made towards staff	M6
• Not completing homework without good reason;	M7
• Not having homework signed by a parent where requested to do so;	M8
• Telling lies	M9
• Repeated infringement of the school rules of how to behave in the yard;	M10
• Refusing to carry out a specific instruction given by a teacher;	M11
• Refusing to do assigned school work;	M12
• Misbehaviour in yard generally deemed to be a minor breach of discipline and encompasses any action that upsets another pupil or puts the safety of self/other pupil or staff member at risk.	M11

**Examples of serious misdemeanours**

• Repeated minor breaches of discipline may be considered to be a serious breach of discipline;	THREE CODE YELLOWS WILL LEAD TO A CODE ORANGE	S1
• Bullying ( see Anti-Bullying Policy on school website and note below)		S2
• Isolated incident of verbal/physical attack made on another child		S3
• Regularly being disruptive/disrespectful to peers/staff in class		S4
• Stealing or damaging other pupil's property		S5
• Leaving the school premises during school day without permission of the Teacher, Deputy Principal or Principal;		S6
• Endangering self or fellow pupils in the school environs		S7
• Using inappropriate language which is offensive		S8
• Use of mobile phone during school hours.		S9
• Retaining mobile phone during school hours		S10
• Repeated inappropriate and/or disrespectful comment/action made towards peers		S11
• Repeated inappropriate and/or disrespectful comment/action made towards staff		S12
• <u>Any action that is physically or verbally injurious to another member of the school community including the dissemination of any material that could be offensive to a member of the school community.</u>		

**Gross breaches of discipline**

**Examples of Gross Misdemeanours**

• Repeated occurrence of serious breaches of discipline will be considered to be gross breaches of discipline; THREE CODE ORANGE WILL LEAD TO CODE

RED

G1



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- Wilfully causing serious damage to school property or buildings e.g. setting fire to property, damage/vandalism **G2**
- Aggressive, threatening or violent behaviour towards a teacher/pupil or any member of the school community. **G3**
- Any behaviour that is a persistent cause of significant disruption to the learning of others or to the teaching process.

*(It should be noted that these lists consist of examples only. Other actions not listed above may be classed as gross misdemeanours.)*

### Code of Behaviour Appendix B

#### Reminder Letter to Parents regarding the school's Code of Behaviour

Dear Parent(s) / Guardian(s),

Please talk to your child and remind him /her of the



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importance of keeping the following rule(s):

- Behaving in class.
- Behaving in yard.
- Not deliberately hurting others.
- Listening and paying attention.
- Having respect for all members of the school community
- Having respect for school property, their own belongings and others.

PLEASE REFER TO CODE: \_\_\_\_\_

Teacher's comments:

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

**I have talked to my child about the above rules and he / she promises to try harder.**

Signed: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_



Code of Behaviour  
Appendix C  
Behaviour Management Plan

(Drawn up by Teacher and Parents in consultation)

Pupil's Name: \_\_\_\_\_

Expectations: \_\_\_\_\_ is expected to do his/her best always.  
S/he is also expected to achieve the following goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The pupil and the teacher have agreed to the following positive outcomes if the goals are met:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The pupil will receive the following incentives:

1. \_\_\_\_\_ 2. \_\_\_\_\_
- \_\_\_\_\_ 3. \_\_\_\_\_

Other interventions applied with this plan will include:

1. \_\_\_\_\_ 2. \_\_\_\_\_
- \_\_\_\_\_ 3. \_\_\_\_\_

This plan will be monitored by the teacher, pupil, principal and parents. It will be reviewed in \_\_\_\_\_ weeks to assess the pupil's progress towards reaching his/her goals. We have read and agreed to the plan:

Pupil Parent(s)

\_\_\_\_\_ & \_\_\_\_\_

Teacher Principal \_\_\_\_\_ & \_\_\_\_\_

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

