



## Holy Family Senior National School

River Valley, Swords, Co. Dublin.

Principal: Geraldine Gowen  
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### Holy Family S.N.S Code of Behaviour (Policy)

#### Introduction:

Our Code of Behaviour helps the school community “to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported” (NEWB, 2008). A high standard of behaviour requires a strong sense of community within our school and to achieve this, we maintain a high level of cooperation among all staff and between staff, pupils and parents/guardians. In Holy Family S.N.S, we use a **whole school approach** \* to positive behaviour based on expectations and a consistent system of behaviour checks and rewards and we use the Continuum of Support when supporting children with behavioural, social and emotional difficulties (NEPS, BESD 2011).

Holy Family SNS is committed to provide a happy, secure environment for our pupils in which there is a sense of order and respect which enables the school to function in an orderly and harmonious way. In drafting this policy, the school has drawn on the NEWB Guidelines for Schools (NEWB 2008- Developing a Code of Behaviour and NEPS 2007- Behavioural, Emotional and Social Difficulties (BESD) Continuum of Support). Every effort is made to ensure our code is implemented in a fair, reasonable and consistent manner for students, parents and staff.

In drafting this policy, a working group of teachers used a whole school approach, receiving input from the Board of Management, Parent’s Association, pupils and staff via meetings and questionnaires.

This policy should be read in conjunction with our Anti-Bullying, Health and Safety, Acceptable Use; SEN and Inclusion policies.

\* Please note we have a whole school approach to behaviour: all staff will acknowledge and affirm positive behaviour around the school. Likewise, all staff will speak with pupils where behaviour does not meet our agreed expectations.

## Expected Behaviour

In line with NEWB 2008, we have high expectations about children's behaviour.

Our expectations can be summarised as:

### Our School Expectations

1. **Be Respectful and Responsible**
2. **Be Ready**
3. **Be Safe**

#### **Be Respectful and Responsible means:**

- I follow staff instructions and am cooperative
- I use my good manners to speak and act pleasantly and politely and keep unkind comments to myself
- I use personal and school equipment correctly
- I try my best at my school work and care for the school furniture and property
- I allow other children to work and learn
- I keep my workspace, classroom and the school tidy
- I am honest and tell the truth
- I am helpful
- I am friendly and kind to others
- I have a note/email to explain if I was late or absent or have no homework or uniform
- I take responsibility for my actions
- I treat all people equally
- I try my best with my homework

#### **Be Ready means:**

- I am on time for school (8.40am) and attend school each day unless I have a valid reason
- I am ready with my books, copies and stationery
- I try my best and ask for help if needed
- I wear the proper school uniform (tracksuit in 3rd to 5th and Tracksuit/Formal uniform in 6th. Knee length **navy** or **grey** shorts are allowed. Leggings, bicycle shorts and branded sportswear are not allowed.
- I use an inside voice in the school building and do not shout
- I listen to all members of the School Community
- I bring a sensible, healthy lunch to school (crisps, chewing gum, fizzy drinks, energy drinks nuts are not allowed)

#### **Be Safe means:**

- I keep my hands and feet to myself
- I will not bully anybody and I will not stand by and allow someone to be bullied or hurt as no one deserves to be bullied
- I am gentle and I do not play roughly (pushing, shoving, hitting, kicking is not allowed)

- If I have a mobile phone or recording device such as a smart watch I switch it off for school and school trips. I store it in my bag as our school day is a time for learning. (the school is not responsible for devices brought to school)
- If I wear jewellery, it is safe to enable me to participate safely in P.E and play on the yard. eg. small stud earrings or a watch.
- Make up (including false eyelashes) fake tan and false nails of any kind are not allowed
- I walk quietly on the corridors
- I ask permission to enter the school building during yardtime or after school
- I remain seated in the classroom unless instructed by a staff member
- I don't leave the school during the day unless I am accompanied or collected

#### **Differentiation of Expected Behaviour:**

All pupils are subject to our Code of Behaviour. However, the school will modify expectations where there is an agreed, recorded need. For example: the behaviour of some children with certain diagnoses (ASD, ADD, ADHD, ODD etc.) may, in certain circumstances, be managed differently from the peer group through the use of an Individual Behaviour Plan (IBP). Refer to SEN policy.

#### **Promoting Positive Behaviour**

We promote positive behaviour in the following ways:

- Our behavioural expectations are on display throughout the year in every classroom.
- We acknowledge positive behaviour and label what the behaviour is. We give attention, encouragement and praise, delivered in a genuine manner. Sometimes this is a quiet word/gesture to show approval, a comment in a copy, a visit to another member of staff or Principal for commendation or it can be public approval i.e. a word of praise in front of a group or class.
- We have clear and specific whole school and/or individual reward systems in place. (Individual targets may be put in place to support a child who has difficulty maintaining a specific standard of behaviour.)
- Pupils are encouraged to name and praise their peers when they show kind behaviour. Example: sharing, asking others to join in, appreciating others' talents and needs.
- We acknowledge positive behaviour on the yard. When a child is observed engaging in appropriate behaviour or keeping school rules, the behaviour is named and the child is praised by the staff member.
- We afford children the opportunity to work independently, in pairs and in groups in order to develop collaborative working skills.
- We encourage teachers to share positive behaviour with parents/guardians on a regular basis. Example: A note in their homework journal, an email, or a phone call. This is particularly important when working on specific, individualised targets with pupils and/or when an IBP (individual Behaviour Plan) is in use.



## Role of Education Partners

### **Role of Parent/ Guardian**

- We expect co-operation and support from parents/guardians as communication between parents/guardians and school will lead to better working relationships and best outcomes for the child
- Familiarise themselves with the behaviour policy and anti-bullying policy and support these
- Familiarise themselves with the school expectations and actively support them
- Communicate with the school via email/note/ phone call regarding absences, lates and any factors likely to affect the behaviour of their child at school
- Ensure that the uniform rule is followed
- Ensure punctuality and regular attendance in school

### **Role of Teacher**

- Teach and support the implementation of our Code of Behaviour and display the expectations on the wall in their classroom
- Promote positive behaviour in their pupils
- Respond promptly, fairly and firmly in any instance of unacceptable behaviour which occur during school hours or whilst in a supervisory capacity at school outings/ events.
- Record details of ongoing/ persistent incidences of minor misbehaviour or incidences of serious misbehaviour
- If required, design an Individual Behaviour Plan (IBP) in conjunction with parents/guardians and support team, which is reviewed at fixed intervals

### **Role of SNA**

- Support the implementation of the code of behaviour
- Support the class teacher/SET to develop and implement Individual Behaviour Plans

### **Role of Principal**

- The school's behaviour plan will be reviewed every two years and amended when necessary.
- The Principal will coordinate the communication of the policy's content with school staff, as well as any changes that have been made.
- The Principal will ensure that the school's Code of Behaviour is administered in a manner, which is consistent and fair to all pupils.
- The Principal will endeavour to promote a positive approach to behaviour and to embed it into the school climate.

## Inappropriate Behaviour

### (A) Examples of Minor Misbehaviour

- 1) Disrupting class
- 2) Talking out of turn
- 3) Avoidance of homework

- 4) Name- calling
- 5) Lying
- 6) Use of inappropriate language
- 7) Unruliness in corridors/ on yard
- 8) Lack of punctuality
- 9) Negative responses to correction
- 10) Rough play on yard
- 11) Entering the school premises without permission

*Note: Incidences of Misbehaviour on Yard:The majority of incidents that occur during break times are dealt with by the teacher who is on yard duty. If a teacher is on yard duty and witnesses an incident of serious misbehaviour or an incident of serious misbehaviour is reported to them, the teacher will discuss the episode with the class teacher(s) of the child/children involved. The class teacher will then explore the incident with the child by asking them - What happened? When did it happen? Where did it happen? Who was there/involved? If a child from another class was involved in the incident, the class teacher will then discuss the episode with the other relevant teacher/teachers. In this situation, the class teacher(s) of the child/children involved will then decide whether or not a sanction is appropriate (see below).*

Consequences for minor misbehaviours: These steps are followed in sequence moving to each subsequent step. Serious misbehaviour will involve skipping certain steps.

A graduated response to incidences of misbehaviour is adapted by teachers (see p.28 BESD document).

In discussion with SNAs and/or parents/guardians, children with additional needs and/or those with IBPs may follow a targeted set of rules. Visual reminders of agreed rules and expectations are recommended for these pupils.

#### Reflective Stages

**Step 1.** Non-verbal reminder/point to expectation as a reminder

**Step 2.** Reminder or prompt/gesture to redirect pupil's behaviour

**Step 3.** Pupil given a choice regarding their behaviour and the likely consequence.

**Step 4.** Pupil completes the Reflection/Thinking About My Behaviour Today form (see Appendix A). This is to be signed by parents/guardians and returned the next day. (It is hoped that by the child discussing their behaviour with their parent/guardian, that they will understand that their behaviour has impacted others and has consequences.)

If a pupil receives three reflection forms in a fortnight, then this is considered to be a repetition of minor misbehaviours which is dealt with under the next section.

#### (B) Constant Repetition of Minor Misbehaviours and Serious Misbehaviours

##### Examples of serious misbehaviour

- Constant repetition of minor misbehaviours (1-10 above)
- Physical assault of another
- Biting
- Flight (running away from the class/school grounds or leaving class without permission)
- 'Mitcing' ie. not turning up for school

- Use of a mobile phone on the school premises
- Verbal abuse of a staff member or pupil
- Racist, homophobic or gender identity comments or name calling
- Ongoing refusal to participate in school activities (not related to illness or injury)
- Vandalism
- Theft
- Use of recording devices whilst on the school grounds or on a school outing.
- Cheek/ defiance of teacher/ staff member
- Behaviour constituting a danger to any member of the school community
- Indecent behaviour towards another
- Substance misuse
- Possession of dangerous or sharp implements. Example: knife, scissors (from outside of school), fireworks, lighters, vapes
- All forms of bullying including verbal, physical, emotional, relational or exclusionary or identity-based bullying and cyberbullying.

\* In the case of unauthorised mobile phone use, the mobile phone will be confiscated and stored in the Principal's/ Deputy Principal's office to be subsequently collected by a parent or guardian. See Acceptable Usage Policy.

Consequences for serious misbehaviour and also constant repetition of minor misbehaviours (reaching three Reflection Forms in a fortnight)

**Step 1:** Teacher will speak to the child or children involved.

*In situations involving more than one person -or \*bullying the following procedures will apply:*

- *The teacher (and/or Class Support Teacher) will speak to each party separately. If a group is involved, each member will be interviewed individually and then, if appropriate, as a group. Interviews will be conducted with sensitivity and with due regard to the rights of all of those concerned.*
- *The teacher will keep a written account of these interviews.*
- *If it is determined that serious misbehaviour has occurred or the students continued presence in school is deemed to constitute a threat to safety then the parents will be informed and requested to attend a meeting with the teacher/ member of In-school Leadership Team/ Principal*
- *The pupil (s) involved may be requested to attend. Appropriate sanctions will be imposed.*

*\* In addition, please refer to the Holy Family S.N.S Anti-Bullying Policy*

**Step 2:** Reflection Form completed in another classroom and apology written.

**Step 3:** Teacher(s) speak to child/children involved again after Reflection Form and Apology completed

**Step 4:** Teacher decides sanction and explains this to the child

**Step 5:** Parents/Guardians are informed by phone or email-**There may be occasions where the pupil's misbehaviour is such that parents/guardians are requested to come into the school immediately.** The child may be requested to attend this meeting. The purpose of this meeting is to seek a solution to the behavioural problem, with all involved parties working together. If



misbehaviour continues the Board of Management may become involved, with a view to suspension/expulsion.

**Step 6:** Behaviour Report completed. At the end of the school year, the class teacher transfers behaviour correspondence for serious misbehaviour to file in the office and keeps a copy in the Class Teacher's assessment folder.

### **Examples of Sanctions**

The objective of a sanction is to help the student to learn. The purpose of a sanction is to bring about a change in behaviour by helping students to learn that their behaviour is unacceptable and helping them to understand the effect of their behaviour and actions on others (NEWB, 2008). To ensure the orderly operation of school activities and the safety of all members of the school community, sanctions will be imposed where inappropriate behaviour occurs. Misbehaviour is judged having regard for age, sensibility, and/or other relevant factors.

- Reflection: write a reflective piece about their behaviour
- Apology
- Miss part of or all of golden time
- Weekend homework - signed by parent/guardian
- Time out on yard if misbehaviour occurs on yard
- Stay in from yard with work (sit outside the office)
- Miss out on school trip/outing
- Put on a report i.e. having to report to the Principal/Deputy Principal each day.
- Miss attending/representing the school in training, a match, (this must be agreed between the class teacher and coach) concert etc. (following choice given regarding behaviour)
- Removal of pupil to another class for a fixed period of time
- Class reallocation on a temporary or permanent basis

\* **Suspension:** In situations where deemed necessary, a pupil may be suspended. Suspension can last from 1-10 days.

The Board of Management will be involved in any decision involving suspension.

A recurrence of serious breaches of discipline/ bullying may lead to expulsion.

The Principal, in consultation with the Chairperson of the Board, has the authority to suspend for 1-3 days with immediate effect. Where such an immediate decision of suspension is necessary, the Principal will then refer the issue back to the Board of Management.

To return to school following a suspension, the following are the criteria:

- The pupil and his/ her parent (s)/ guardian(s) meet with the Principal on the day of return to school.
- Adequate recompense is decided and agreed.
- The code of behaviour should be signed by the parent (s)/ guardian(s) and pupil (s).
- Assurance must be given by the pupil that the Code of Behaviour will be observed and of parent cooperation in its observance.

Expulsion may be challenged under Section 29 of the Education Welfare Act, 2000 by parents/ guardians.

### **Individual Behaviour Plan**

Persistent incidences of misbehaviour or serious misbehaviour will involve, in addition to the above will require an individual behaviour plan to be put in place, in liaison with parents, in order to support a change in behaviour.

Parents/Guardians are expected to support any plan that is in place for their child.

1. If an individual behaviour plan is needed, concerns will be documented specifically (e.g. record specific statements such as: 'the child is repeatedly leaving his/her seat during maths', rather than: 'child is inattentive')
2. Look at when the behaviour is predominantly occurring (e.g. on yard, during maths, during written activities) and ask why it might be occurring (Appendix 2 of BESD, p. 81-108)
3. Based on information gathered and observations, and using the Classroom Support Checklist (BESD p.68-69), a behaviour support plan will be created that is agreed upon by the teacher, child, parent and when relevant, the SNA (Template, p.70 BESD). A behaviour support plan may include an incentivised reward system.
4. The plan will be put in place and a review date set (BESD, Pg. 68/70) Any individual support plan may include withdrawal of a child from a situation for an agreed period of time for their own safety or the safety of others.
5. On review of the IBP, and in line with the SEN, continuum of support, it may be agreed that a student requires further support from an SET. The role of the SET will be to promote and reinforce positive behaviour through the use of specific targets, programmes and supports; for example; social skills training, communication skills training, pupil self-directed interventions etc. (See BESD, pages 19 – 37).

**Modification Clause By its Nature:** a Code of Behaviour is a work in progress. The school reserves the right to modify a detail of the Code at short notice and address difficulties such as fashion changes, new technologies (mobile phones) etc., which were not foreseeable when the code was drafted. When such modifications take place parents will be informed.

### **Roles of Board of Management**

The Board of Management supports the Principal in the application of a fair code of behaviour within the school.

### **Review**

This policy will be reviewed during the school year ~~2024/2025~~

**This policy was ratified by the Board of Management on** 3/11/2023

Signed: Mary Kildea Mary Kildea, Chairperson

Signed: Geraldine Gowen Geraldine Gowen, Principal



What I think now

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Who has been affected and in what way

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What I think needs to happen next

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Signed \_\_\_\_\_ (Pupil)

Signed \_\_\_\_\_ (Teacher)

Signed \_\_\_\_\_ (Parent)

Date \_\_\_\_\_



## Holy Family Senior National School

### Holy Family Behaviour Report Form

Date of report: \_\_\_\_\_

Name and role of reporting person: \_\_\_\_\_

Name of Pupil: \_\_\_\_\_

Class & Teacher: \_\_\_\_\_

#### Details of Behaviour

Location of incident: \_\_\_\_\_

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

Pupils involved: \_\_\_\_\_

Witnesses: \_\_\_\_\_

Type of serious misbehaviour (Please tick):

- Constant repetition of minor misbehaviours
- Physical assault of another
- Biting
- Flight (running away from the class/school grounds or leaving class without permission)

- Use of a mobile phone on the school premise (without permission)
- Verbal abuse of a staff member or pupil
- Racist ,homophobic or gender identity comments or name calling
- Ongoing refusal to participate in school activities (not related to illness or injury)
- Vandalism
- Theft
- Use of recording devices whilst on the school grounds or on a school outing.
- Cheek/ defiance of teacher/ staff member
- Behaviour constituting a danger to any member of the school community
- Indecent behaviour towards another
- Substance misuse
- Possession of dangerous or sharp implements. Example: knife, scissors (from outside of school), fireworks, lighters
- All forms of bullying including verbal, physical, emotional, relational or exclusionary or race related bullying and cyberbullying.

Details of incident:

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Actions taken:

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Sanction/Consequence:

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Parent/Guardian Informed:

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Signature of reporting Teacher: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_



**Holy Family Senior National School**  
River Valley, Swords, Co. Dublin.

**Weekly Report Form**

**Name of Pupil:** \_\_\_\_\_

**Class and Class Teacher:** \_\_\_\_\_

	8.40-10.30	10.30-12.20	12.20-2.20
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

**Signature of Pupil:** \_\_\_\_\_

**Signature of Principal/Deputy Principal:** \_\_\_\_\_

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

**Signature of Parent/Guardian:** \_\_\_\_\_