



ST KILLIAN'S SCHOOL CODE OF CONDUCT 2023-2025

Policy Statement

This document sets out the Code of Conduct for St Killian's School.

Scope

This document has been drawn up in consultation with the Board of Management, Parents and Staff of St Killian's School and has been approved and adopted by the Board of Management. The document applies to all staff/parents/pupils within the school.

Relationship to the School's Mission Statement

"If this child doesn't learn the way we teach, can we teach him/her the way he/she learns, and can we extend his learning options?"

Dr. Harry Chasty

School Philosophy

Each child's uniqueness is valued within the school, which fosters a secure, caring, and positive environment, to enable each child to develop to his/her full potential.

Introduction

St. Killian's provides a co-educational, inter-disciplinary educational service to children who are diagnosed with a Specific Learning Difficulty, including Dyslexia, Dyspraxia and Speech and Language Difficulties, ASD and children who have educational difficulties in one or more school-based areas.

The school depends on grants provided by the Department of Education and Skills and the school operates within the regulations laid down, from time to time, by the Department.

Within the context and parameters of the Department regulations and programmes, the rights of the patron as set out in the Education Act (1998) and the funding and resources available, the school supports the principles of:

- Equality of access and participation
- Parental choice in relation to enrolment
- Respect for diversity of values, beliefs, traditions, language, and ways of life.

The psychological services are provided by National Educational Psychological Services.

Code of Behaviour

The Code of Behaviour is drawn up following the guidelines set out by NEWB

https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf and in consultation with Staff, Parents Association and the BOM of St Killians School.

Aims:

- To create a secure and caring environment so that each child may develop self-awareness, self-confidence, and self-discipline.
- To provide an atmosphere conducive to efficient, sustained, and productive learning.

- To ensure that the BOM can provide its' statutory duty to safeguard the safety and health of both pupils and staff. Full details of the responsibilities of the BOM regarding safety are in the School Health and Safety Statement.
- To provide a framework to manage behaviours that pose a risk to the Health and Safety of pupils and staff.

Principles:

1. The school recognises the different individual needs of children and the importance of tailoring our responses to these needs.
2. A high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents, and pupils.
3. Every effort will be made to ensure that the code of discipline will be implemented in a way that makes it a positive learning experience for each child.
4. This policy will be implemented in line with St. Killian's Health and Safety Policy and St. Killian's Positive Behaviour Policy.
5. The Code of Conduct is not applicable to aspects of Late Attendance, Academic Achievement or Completion of School Work. The latter 3 aspects are dealt with under the appropriate policies and/or IEP-Differentiation Strategies required by individual children, parents' consultation/meetings, and home/MDT support, as necessary.

GOLDEN RULES OF ST. KILLIAN'S

Be Kind
Be Polite

School Procedures

Safety: For my own safety and that of others

- a. I always listen to school staff.
- b. I always walk while in school.
- c. I am always supervised by an adult while at school.

Caring for myself

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- a. I respect all members of St. Killian's.
- b. I look after my property and that of others.
- c. I always try my best.
- d. I am proud of the hard work that I do.

Bullying (See Anti-bullying policy)

I know that bullying is wrong and if it happens to myself or to others, I should tell a staff member.

Positive Behaviour Strategies should be used in accordance with the Positive Behaviour Policy.

These strategies should be applied and documented before applying Stage One of the Code of Conduct.

The Code of Conduct has 4 stages.

Stage One - Class level.

Definition

Behaviours which are not overtly confrontational or challenging but which consistently distract from teaching and learning, and the child has the capacity to understand the impact of the behaviour.

Procedure

1. The Class Teacher reviews the pupil file to gain a better understanding of the child and his/her needs.
2. The Class Teacher consults with previous Class Teacher(s)/ SNA(s) to build a full picture of the child and to determine strategies, visuals required, triggers etc. This should be documented, and notes filed in the Pupil file.
3. The Class Team documents the behaviour occurrences (e.g. tracking sheet) from the outset with a view to determining the frequency and function of the behaviour (e.g. ABC analysis) as per the Positive Behaviour Policy.
4. The Class Teacher opens a Pupil Support Plan (if not already open) and meets with the Class Team to discuss possible positive behaviour strategies and rewards/consequences.
5. The Class Teacher informs the parent that his/her child is on Stage One of the Code of Conduct and outlines the unacceptable behaviour and consequences if the behaviour continues. Notes of all communication with parents/ guardians are stored in the pupil's pink folder. The Class Teacher informs the Principal of the child being placed on Stage Two.
6. The behaviour plan strategies/rewards and consequences are explained to the child. A suitable reward is agreed with the child to reward specific positive behaviour.
7. Intervention should take place at the earliest possible stage to prevent escalation and to ensure the safety of all. The nature of the behaviour, diagnosis and age of child will determine the strategies. Behaviour tracking should continue until the behaviour has improved.

Consequences may be:

Deferral of class privileges for a short period e.g. dojo points, computer time.

Yard based detention during break time. (up to 10 out of 15 minutes).

Stage Two

The child is already on stage one and a Pupil Support Plan has been opened.

Definition

The behaviour is consistently disruptive to the education and well-being of the child's class peers and self and the child has the capacity to understand the impact of the behaviour. This behaviour is becoming more confrontational and may include refusal to obey school/ class rules.

Procedure

This is to be managed by the class team with support from the paired Class Team.

1. The Paired Class Team review the behaviour and decide if the child should be moved to Stage 2 of the Code of Conduct. Account should be taken of the effectiveness of current positive behaviour strategies.
2. The Paired Class team draws up a behavioural plan for pupil.
3. The Class Teacher informs the parents in writing that the child has been moved to Stage 2 of the Code of Conduct. The parents are invited to attend a meeting with the Class Teacher to discuss the pupil's behaviour and review the Pupil Support Plan. The parents and teacher are required to sign the reviewed plan. The code of conduct is discussed with the parents at this meeting. Notes of all communication with parents/ guardians are stored in the pupil's pink folder. The Class Teacher informs the Principal of the child being placed on Stage Two.
4. Prepare a behaviour red folder for the child if deemed appropriate. This should contain 2 targets. One target which the child can achieve and consistently achieves. The second target should be the SMART behaviour target.
5. The behaviour plan strategies and consequences are explained to the child. A suitable reward is agreed with the child to reward specific positive behaviour.
6. Targets reviewed weekly by class team and pupil and the child gets the reward for achieving his/her targets.
7. Continuation of, or escalation of inappropriate behaviour may lead to referral to stage 3.

Consequences may be:

Deferral of class privileges for a short period e.g. dojo points, computer time.

Yard based detention during break time. (up to 10 out of 15 minutes).

Home Consequences (if agreed with parents).

Stage Three

The child is on Stage 2 of the Code of Conduct and the Pupil Support Plan and Behaviour Tracking etc is on-going.

In exceptional circumstances a child may be referred straight to Stage 3 where the behaviour poses a serious and immediate risk to the education and well-being of a child's class peers and self, and/or an immediate, serious risk to the health and safety of Staff.

Definition

The behaviour is consistently disruptive to the education and well-being of the child's class peers and self and/or the child has the capacity to understand the impact of the behaviour and/or poses an unacceptable risk to the health and safety of peers/staff. This behaviour is becoming more confrontational and may include continued; refusal to obey school/ class rules, class exit, flight risk, safe hygiene etiquette, physical behaviours towards peers/staff, loud vocalisations, refusal to go to a place of safety/calming area.

Referral to Deputy Principal.

A plan is put in place to ensure safety of students and staff. (as per Positive Behaviour Policy) (Update **Student Support File**).

Target behaviour identified and consequences have been decided upon with class team. • Parents informed by letter and invited to meeting. Review the code of conduct and where the child is currently placed. The deputy will meet once with the parent and can meet again to review. If the behaviour persists/ escalates, the child will be moved to stage 4.

- Notes of all communication with parents/ guardians are stored in the pupil's pink folder.
- Child is informed of the target behaviour and consequences of misbehaviour.
- Complete

relevant target sections of the Pupil Support Plan

- Child meets once weekly with the Deputy Principal to review behaviour.
- The class team in consultation the Deputy Principal may refer the child to the inter-disciplinary team for intervention.
- The inter-disciplinary team may recommend a full case conference.

Consequences of continuation of behaviour issues at stage 3:

- All the above consequences in stage 1 and 2.
- In school suspension may be put in place for a period of two days.
- Pupil suspended from school for period of time
- MDT advice sought regarding the pupil's ability to manage the school environment/personal stress levels
- Parental support for in school initiatives/support structures to enable their child to access the curriculum positively without negatively impacting on the learning of peers e.g. separate work space for a time, class movement, more individualised timetable/schedule all these would be subject to availability of additional staff.

Stage Four

The child is on Stage 3 of the Code of Conduct and the Pupil Support Plan and Behaviour Tracking etc is on-going.

In exceptional circumstances a child may be referred straight to Stage 4 where the behaviour poses a serious and immediate risk to the education and well-being of a child's class peers and self, and/or an immediate, serious risk to the health and safety of Staff.

Definition

The behaviour is consistently disruptive to the education and well-being of the child's class peers and self and/or the child has the capacity to understand the impact of the behaviour and/or poses an unacceptable risk to the health and safety of peers/staff. This behaviour is becoming more confrontational and may include continued; refusal to obey school/ class rules, class exit, flight risk, safe hygiene etiquette, physical behaviours towards peers/staff, loud vocalisations, refusal to go to a place of safety/calming area.

Referral to Principal.

Child is referred to Principal. (as per Positive Behaviour Policy) (Update Student Support File).

- Parents informed by letter and invited to meeting. Review the code of conduct and where the child is currently placed.
- Principal will communicate with parents and may organise a case conference of all relevant parties to discuss and recommend an action plan.
- Notes of all communication with parents/ guardians are stored in the pupil's pink folder.
- Principal informs Chairperson, Board of Management.

Consequences of continuation of serious behaviour issues

- Child is suspended for 1 day, 2 days, 3 days maximum
- Where a suspension of more than 3 days is deemed appropriate the Principal will refer the matter to the BOM for approval.

- When child has been suspended for a cumulative 10 days a Board of Management meeting will be held to discuss the case.
- The Board of Management may request a meeting of all involved services and SENO to plan further interventions
- When a child is suspended for a period greater than 10 days (or 6 days cumulatively) the Educational Welfare Officer is informed.
- A reduced day may be put in place for a period; this would be reviewed weekly/fortnightly to facilitate the child's positive experiences at school.

Instances of Serious misbehaviour.

The following is not an exhaustive list but examples of the level of seriousness *In dealing with instances of serious misbehaviour the safety of staff and children will be paramount.*

A child exhibiting one of these behaviours will be referred automatically to stage 3. At this stage, a parent will be requested to attend school as soon as possible. Where this behaviour persists, the child will be referred to stage 4.

- Serious verbal abuse of a member of staff or pupil.
- Physical abuse of a member of staff or pupil e.g. hitting, kicking.
- Bullying behaviour towards a member of staff or pupil.
- Outright, ongoing refusal to co-operate with staff.
- Walking out of the pod system re COV 19-This poses an increased risk to pupils/staff health and safety as the environment must be controlled in terms of frequent sanitisation/pupil to pupil/pupil to staff contacts.
- Walking out of the school building without permission.
- Walking out the school gate without permission.

A child who exhibits one of these behaviours will be automatically referred to stage 4. At this stage parent will be requested to attend school immediately.

- A refusal to go to a place of safety
- A serious assault on a member of staff or pupil
- A serious threat of violence against a member of staff or pupil
- Walking out of the pod system re COV 19-This poses an increased risk to pupils/staff health and safety as the environment must be controlled in terms of frequent sanitisation/pupil to pupil/pupil to staff contacts.
- In the case of repeated serious offences, where no interventions have influenced the child's behaviour the Board of Management can expel a child.

Automatic Expulsion can be for a first offence by the Board of Management in the case of

- Serious, repeated violence or physical assault of another pupil or member of staff.

Related Documents/Policies

Health and Safety Statement

Positive Behaviour Policy (under review)

Attendance Policy

Child Safeguarding Policy

https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

<https://www.education.ie/en/Schools-Colleges/Information/Boards-of-Management/governance-manual>

Additional Resources/Information

Definitions / Acronyms

NEPS	National Educational Psychological Services
BOM	Board of Management
DES	Department of Education and Skills

Policy Approval

This policy has been reviewed and accepted by the school Board of Management

Chairperson of BOM –Sean Oakes

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Date- June 2023

Policy Review

It is acknowledged and accepted by all parties that this policy may be revised/modified annually or more frequently as required considering on-going evaluation of statutory requirements or situations that arise during the school year.

Next Policy Review Date – Summer Term 2025

