

Bennekerry National School

Code of Behaviour



(A) Rationale

The school community of Bennekerry N.S. decided to review its Code of Behaviour because-

1. It is a priority area identified by the staff.
2. The existing policy is due for review and amendment
3. 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.”*

(B) Our Vision Statement

At Bennekerry N.S. we aim to nurture each child to develop to his/her potential in a caring environment. This can only be done when there is a high level of respect and co-operation between staff, parents and pupils. The Code of Behaviour forms a framework which helps to ensure that the individuality of each child is accommodated, while at the same time acknowledging the right of every child to a positive educational experience.

(C) Aims

1. To allow the school to function in an orderly and harmonious way
2. To provide a safe and secure teaching and learning environment where children can make progress in all aspects of their development
3. To create an atmosphere of respect, tolerance and consideration of others
4. To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
5. To ensure the safety and well-being of all members of the school community
6. 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
7. To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner
8. To ensure that the school’s policies and procedures relating to our Code of Behaviour are compliant with DES Circulars and current legislation

(D) General Principles

1. It is agreed that a strong sense of communication and co-operation is required from staff, pupils and parents to implement the code.
2. The school recognises the variety of differences that exist between children and the need to accommodate these differences.
3. Every effort will be made to ensure that the code of discipline will be implemented in a reasonable, fair and consistent manner.

(E) School Rules

1. Pupils must show respect to members of staff and to other pupils at all times.
2. Each child is expected to be well-behaved, mannerly and do his/her best in school.
3. Pupils must not engage in any behaviour which would endanger themselves or others.
4. Homework should be completed carefully and signed daily by a supervising adult.
5. Children must walk safely on all pathways surrounding the school and on all corridors/hallways within the school building.
6. Children must walk carefully in single file on the right- hand side of the stairs.
7. Pupils must take good care of their own property, the property of others and school property. (Expensive toys and other valuables should be left at home.)
8. Regular attendance is essential. The school day operates from 9.10am to 2:50pm (1:50pm for infants). No child is allowed to leave the grounds under any circumstances without permission of the Principal and/or class teacher.
9. Pupils must always be punctual.
10. Pupils must wear the full school uniform except on PE days when the PE uniform should be worn.
11. Pupils are not permitted to wear jewellery other than small stud earrings and a watch
12. Pupils must bring a note from parents/guardians
 - a) to explain absences from school
 - b) if homework is not completed
 - c) if the child is not wearing proper uniform.
 - d) if the child requests permission to remain indoors at playtime due to illness or injury
 - e) if the child has to leave school early (Parents/guardians must sign a book in the office just inside the main door. If the child returns to school during the day, the book must be signed again on return.
 - f) if the child is to be excused from a particular school activity e.g. swimming or PE.
13. Pupils must remain seated while eating their lunch.
14. Play areas have been allocated to each class. Pupils should remain in these areas during playtime. They should play safely and fairly.
15. At the end of each break, pupils should obey the bell promptly and walk quietly to their designated lines.
16. Pupils should bring a nutritious lunch to school which complies with our 'Healthy Lunch Policy'. Nuts are forbidden due to some children having serious allergies.
17. Pupils are not permitted to bring mobile phones to school. The possession or use of a mobile phone or any electronic device by a pupil anywhere on the school premises or during school-related activities is forbidden. Any infringement of this rule will involve the confiscation of the phone or piece of equipment for a full week from the date of confiscation. It will only be returned to the parent or guardian of the pupil.

(F) Homework and Homework Journal

It is the policy of this school to assign homework from Monday-Thursday, with the exception of the odd night off as a special reward. Parents/guardians are urged to take an active interest in their child's homework. A parent /guardian must sign the child's Homework Journal each night, ensuring that the work is done (1st – 6th Classes). The homework journal is an important communication tool between parents and the school. Please ensure the personal information page in the homework journal is completed.

Whole School Approach to Promote Positive Behaviour

(G) Expectations of Staff

School rules are devised with regard to the health, safety and welfare of all members of the school community. It is imperative that adults model acceptable behaviour.

Staff members are expected to:

1. support and implement the school's code of behaviour
2. be cognisant of their duty of care
3. be familiar with and follow the school's policy on "Child Protection"
4. create a safe, welcoming environment for each pupil
5. praise good behaviour
6. encourage pupils to reach their full academic potential
7. recognise and provide for individual talents and differences among pupils
8. be courteous, consistent and fair
9. deal appropriately with misbehaviour
10. keep a record of serious misbehaviour or repeated instances of misbehaviour
11. listen, at appropriate times, to pupils' explanations for behaviour
12. provide support for colleagues
13. be familiar with the Teaching Council's "Professional Conduct Code"
14. communicate with parents and staff when necessary, always with courtesy and respect

(H) Expectations of Pupils

Pupils are expected to:

1. behave well, showing consideration, courtesy and respect for other pupils and adults at all times
2. familiarise themselves with the school and classroom rules and make every effort to keep these rules
3. be respectful of each other on their way to and from school
4. be respectful of school property and the property of other pupils at all times
5. behave in an orderly manner and show respect for public property when on school outings
6. co-operate fully with their teachers and members of staff
7. take seriously their responsibility to ensure that the rights of other pupils are not infringed. All pupils have the right to feel safe, the right to be happy and the right to learn.
8. be organised and take responsibility for their own learning by having all prescribed books, copies and classroom requisites with them in school each day

(I) Expectations of Parents

Parents are expected to:

1. promote a positive attitude towards school
2. ensure that their child attends school regularly and punctually in full school uniform. Taking children out of school to go on holiday during term-time is strongly discouraged.
3. send a written note to the class teacher explaining their child's absence from school
4. ensure that the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency
5. ensure that their child comes to school clean and maintains a good level of personal hygiene. Hair should be checked regularly for head lice and treated if necessary. In the event of same, the school should be informed.
6. ensure that their child has a healthy lunch in school every day in line with the school policy on "Healthy Eating"
7. arrange meetings with the class teacher and/or principal when they are concerned about any issue relating to their child
8. communicate with staff when necessary, always with courtesy and respect and to model good behaviour in their relationship with teachers
9. encourage their child to have a sense of respect for themselves, for others, for their own property and that of others
10. be interested in, support and encourage their child's school work
11. ensure that their child's homework is completed and checked
12. ensure that their child has the correct books and other materials
13. be familiar with the code of behaviour and other school policies and to support the implementation of these policies
14. co-operate with teachers in instances where their child's behaviour is causing difficulties for others
15. communicate to the school, problems which may affect a child's behaviour and/or learning such as change of family circumstances, illness or bereavement
16. inform the school of any allergies or medical issues which may affect the child in school

(J) Procedure for notifications of student absences from school

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

Parents/guardians are required to send in a signed, dated absence slip informing teachers in writing of their child's absence from school and the reason for this absence. This is to be sent in on the first day of return to school. Alternatively, a parent may fill in the reason for the absence electronically using Aladdin Connect. The school is obliged to keep a register of the students attending the school. The school must also maintain attendance records for all students and inform the Child and Family Agency's educational welfare services if a child is absent for more than 20 days in a school year. The principal must also inform the Child and Family Agency's educational welfare services if, in his/her view, a student has an attendance problem. The school uses the standard forms on-line to report on student absences to TUSLA. In cases of serious absence (over 20 days) a letter is sent to parents by the school. Educational welfare officers at local level throughout the country are employed by TUSLA to provide support and advice to parents and schools and to follow up on absences from school. The school will facilitate parents/guardians in accessing these services should the need arise.

(K) Promoting Positive Behaviour

Every effort will be made by all staff members to adopt a positive approach to pupils' behaviour in school. The school places greater emphasis on positivity and praise than on sanctions in the belief that this will promote good behaviour.

(L) Examples of strategies for promoting positive behaviour

1. a quiet word or gesture to show approval
2. praise in front of class or group
3. a visit to another class or the principal for commendation.
4. a system of merit marks/stickers
5. a mention to a parent – written or verbal
6. delegating some special responsibility or privilege
7. night off homework
8. Golden Time – e.g. children may choose an appropriate activity which they enjoy

(M) Examples of strategies for dealing with unacceptable behaviour

1. reasoning with the pupil
2. reprimand (including advice on how to improve)
3. the Behaviour Report Card System* (see additional explanation attached)
4. temporary separation from peers, friends or others. This may involve separation within the classroom, removal to another classroom or use of time-out areas in the yard at break-time
5. loss of privileges
6. prescribing additional work
7. record incidents that occur on yard during break times
8. referral to the Principal
9. communication with parents/guardians
10. serious incidents of misbehaviour may result in exclusion from school trips and/or other school activities
11. lunch-time detention (which may include completion of behaviour reflection forms)
12. in certain circumstances a pupil's behaviour may necessitate a shortened day due to Health and Safety concerns
13. suspension/expulsion in accordance with Section 23 Of the Education Welfare Act 2000

(N) Classification of misdemeanours

The degree of misdemeanour i.e., minor, serious or gross, will be judged by the teacher based on a common- sense approach with regard to the gravity/frequency of the incidents. Discretion will be used when disciplining children with special educational needs.

Examples of minor misdemeanours

1. interrupting class work
2. running in the school building or on the footpaths
3. throwing litter
4. wearing the incorrect uniform
5. moving around the classroom without due care
6. throwing items in the classroom without specific permission from a teacher/staff member
7. being discourteous/unmannerly
8. not making a reasonable effort at school work
9. not completing homework without a good reason
10. rough play
11. use of bad language
12. calling names

Examples of serious misdemeanours

Where any of the above are repeated on an on-going basis then the incident becomes serious. Also included in the list of serious offences are:

1. use of mobile phones or other personal electronic devices on the school grounds or in the vicinity of the school gate
2. endangering self or others in the school yard or classroom
3. constantly disrupting class
4. telling lies
5. stealing
6. damaging property
7. disobedience
8. being disrespectful towards members of staff or other pupils
9. persistent bullying behaviour

Examples of gross misdemeanours

1. leaving the school premises without permission
2. bringing dangerous equipment to school
3. blatant disobedience
4. aggressive threatening or violent behaviour towards staff or pupils
5. serious bullying
6. serious theft
7. possession of illegal substances
8. possession of weapons or indecent material of any description
9. inappropriate sexual behaviour

(O) Suspension

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

1. Enable the school to set behavioural goals with the student and their parents
2. Give school staff an opportunity to plan other interventions
3. Impress on a student and their parents the seriousness of the behaviour.

Suspension is defined as: *requiring the student to absent himself/herself from the school for a specified, limited period of school days*. During the period of a suspension, the student retains their place in the school. This procedure is used in the case of gross misbehaviour and/or health and safety grounds.

- (a) If there is a single incident of gross misbehaviour, or a number of Behaviour Report cards have been issued and there has been no significant improvement in behaviour, the Principal requests a meeting with the parents during which the pupil and parents are informed of the complaint and are given an opportunity to respond. If considered warranted the Principal reserves the right to suspend the pupil for 3 days initially. This authority to suspend a pupil is delegated to the Principal by the school Board of Management.
- (b) If the parents fail to attend a meeting, the Principal should write to them, advising them of the gravity of the matter and the importance of attending a re-scheduled meeting. Failing that, it will be the duty of the school authorities to decide on a response to the negative behaviour.
- (c) A meeting of the Board of Management may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.
- (d) The Board of Management will notify the parents and the student of decisions to suspend in writing.

(P) Expulsion

Expulsion may be considered in extreme cases of unacceptable behaviour, in accordance with Section 23 of the Education Welfare Act 2000. The Board of Management has the authority to expel a student and this authority will not be delegated. The school will ordinarily have taken significant steps to address the misbehaviour and be satisfied that all possibilities for changing the student's behaviour have been exhausted.

There may be exceptional circumstances where the Board of Management forms the opinion that the student should be expelled for a first offence, e.g. actual violence or physical assault, sexual assault, possession of illegal drugs, supplying illegal drugs to other pupils in the school, serious threat of violence against another pupil or member of staff

Decisions to expel should follow fair procedures including:

- (a) a detailed investigation carried out under the direction of the Principal.
- (b) a recommendation to the Board of Management by the Principal.
- (c) consideration by the Board of Management of the Principal's recommendation and the holding of a hearing
- (d) Board of Management deliberations and actions following the hearing
- (e) consultations arranged by the Educational Welfare Officer
- (f) confirmation of the decision to expel
- (g) parents/guardians are informed of rights to invoke a Section 29 appeal under the Education Act 1998

Appeal

Parents/guardians of a pupil who has been suspended for 20 school days or more or of a pupil who has been expelled, are entitled under Section 29 of the Education Act 1998 to appeal such a suspension or expulsion. The parents may appeal this decision to the Board of Management and as a last resort to the Department of Education and Skills.

(Q) Removal of Suspension

Following or during a period of suspension, the parents /guardians may apply to have the pupil reinstated to the school. The parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school's Code of Behaviour 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. In addition to this, a suspension may be removed if the Board of Management 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.

(R) The Behaviour Report Card System

The Behaviour Report Card System is designed to deal with all instances of misbehaviour, (see detailed explanation in Appendix 1).

(S) Recording breaches of behaviour

Teachers will keep a written record of all instances of serious misbehaviour. Incidents of misbehaviour in the yard will be recorded on the Incident / Accident report form on the clip-boards which are used during yard supervision.

(T) Procedures for contacting the school/home in the case of a behaviour problem

A standard form used as part of the Behaviour Report Card System is designed to inform parents of misdemeanours on an on-going basis and to encourage them to co-operate with the teacher in helping the child to improve his/her behaviour. Communication with parents may also be verbal or by letter. The parents concerned may be invited to come to the school to discuss their child's case, depending on the circumstances.

Success Criteria

Observation of behaviour in classrooms, corridors and yard, in addition to feedback from teachers, parents and pupils will serve as some of the indicators of the success of this policy.

Roles and Responsibilities

The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom, while sharing a common responsibility for good order within the school premises.

Ratification & Communication

The Board of Management officially ratified this policy on the 31st of May 2017.

The Policy will be implemented as and from the 30th of August 2017. The policy will be reviewed annually.

Chairperson of the BoM: *Rosalie Drab*

Principal: *Maria Doyle*

Date: *31st May 2017*

Reviewed on 8th February 2018 to include appendices 2, 3 and 4

Chairperson of the BoM: *Rosalie Drab*

Principal : *Jonie Cleary*

Date: 8th February 2018

Reviewed 22-10 18 with some minor adjustments

Chairperson of the BoM: *Rosalie Drab*

Principal : *Jonie Cleary*

Appendix 1

Behaviour Report Card System



This system applies only to pupils in 1st-6th classes. It relies heavily on the understanding and co-operation of parents and is designed to enhance good home/school communication. A Behaviour Report Card is issued by staff members to inform parents of misbehaviour, lack of effort in school work, disrespect for others, disrespect for property etc. It is simply a mode of communication and receipt of a single card is not a cause for alarm. On receipt of such a card, the parents should calmly find out why the card was given, express their disappointment in the particular conduct and stress the importance of trying to improve.

If your child receives a number of cards, you should be quite concerned as this indicates that he/she is either regularly placing him/herself or others in situations of danger, causing upset for others, behaving disrespectfully or else his/her behaviour is having an adverse effect on his/her learning or the learning of others. In general, this will necessitate a meeting between parents and the class teacher to try to come up with strategies to improve the behaviour. If the behaviour persists, or in single cases of gross misbehaviour, parents will be asked to meet with the Principal as well as the class teacher. In very serious cases, the Board of Management will be informed. A record of cards given and the date is kept by the class teacher.

Bennekerry National School Behaviour Report Card to Parents	
Pupil's Name _____	Date: _____
Class _____	Card Number _____
Dear Parents/Guardians, Your child's behaviour has been deemed unsatisfactory with regard to the following:	
<input type="checkbox"/> Application to work	<input type="checkbox"/> Behaviour in yard/at games
<input type="checkbox"/> Homework	<input type="checkbox"/> Respect for staff
<input type="checkbox"/> Obedience	<input type="checkbox"/> Respect for other pupils
<input type="checkbox"/> Punctuality	<input type="checkbox"/> Respect for other pupils' property
<input type="checkbox"/> Behaviour in class	<input type="checkbox"/> Respect for school property
<input type="checkbox"/> _____	<input type="checkbox"/> Repeated interruptions
Additional information _____ _____	
Please discuss this matter with your child with a view to promoting more positive behaviour in the future. This card must be signed and returned to the school on the next school day to acknowledge that you have seen it.	
Teacher's signature _____	
Parent's/Guardian's signature _____	Pupil's signature _____

Our experience has shown that parents wish to be informed if their child is misbehaving and want to support the school in the implementation of sanctions to discourage inappropriate behaviour. The Behaviour Card System is a means of home/school communication which aims to encourage our pupils to accept responsibility for their own behaviour and to develop self-discipline. At times, your child may need your help to explore alternative ways of dealing with their own emotions and / or situations of conflict.

Appendix 2

Procedures To Be Followed In The Event Of A Child Absconding



The purpose of this appendix is to set out clearly for all stakeholders, the process that will take place should a child abscond from school.

To abscond is to “leave without permission”.

Rules 121 (4) and 124 (1) of the Rules for National Schools and Section 23 (2) of the Education Act 1998 oblige teachers to take all reasonable precautions to ensure the safety of pupils and to ensure that pupils are supervised when on the school premises, during school time and /or on school activities.

If a child leaves the school building without permission and it isn't immediately noticed, the following procedures should be followed

- Member of staff will inform Principal or member of ISM and secretary's office.
- Principal or secretary will make the following announcement over the intercom **“Could all members of the SEN team please come to the secretary's office immediately”**. This wording will only be used in the case of a child absconding or using seriously aggressive or violent behaviour, and therefore the SEN team will realise the urgency of the call and must respond as quickly as possible, whilst first ensuring that pupils in their care are returned to a place where they are supervised.
- Principal or member of ISM will organise a search of the building and grounds with members of SEN team.
- If the pupil is not found the school office will contact Gardaí using 999 or 112 from a mobile phone.
- School office will contact parents/guardians and inform them of the situation.
- Consideration will be given as to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff member who leaves the school grounds should take a mobile phone with them to contact the school.
- Once a pupil has been found the Principal or ISM member will use his/her professional judgement to outline the response towards the pupils and the support the pupil will need in the future.
- A written report will be filed on the incident.
- The Principal or ISM member will brief the Gardaí and parents/guardians.

Where a pupil attempts or is seen to be leaving the school building without permission the following procedures should be followed:

- Staff member should not leave the building to follow the child without informing at least one other member of staff about what has happened.
- This second member of staff should inform the Principal or member of ISM and also the school secretary.

- Principal, member of ISM or secretary makes the following announcement over the intercom **“Could all members of the SEN team please come to the secretary’s office immediately”**. This wording will only be used in the case of a child absconding and therefore the SEN team will realise the urgency of the call and must respond as quickly as possible, whilst ensuring that pupils in their care are returned to a place where they are supervised if necessary.
- Staff member will follow the pupil to the perimeter fence or gate and must try to persuade the student to stay in the school grounds.
- If a student is deemed to be a high risk to himself or other people then the staff should adhere to Appendix 4 “Care and Control” with reference to restricting the student, if appropriate.
- At all times staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- The SEN team and Principal will support the staff member who is following the student and if the pupil leaves the school grounds they will contact the Gardai directly by mobile phone or return to the school to ask the office to do so. In so far as possible, one staff member will not be left isolated in dealing with the pupil.
- The office will then contact the pupil’s parents/guardians and inform them of the situation asking them to immediately come to the school if this is deemed to be the best course of action in the interests of the child.
- The Principal or ISM member may direct additional staff to join the search in a vehicle, taking a mobile phone to contact the school.
- If the pupil has left the school grounds and is no longer visible, the Principal will make a decision as to how to take the matter further which will take into account the age of the child, the weather conditions, the nature of the incident which may have led to the pupil absconding, the pupil’s history of being involved in incidents of absconding and their outcomes.
- If the pupil returns of his/her own volition, his /her parents and the Gardai will be informed as soon as possible.
- Upon his/her return to school, if the pupil is calm, he/she will be seen by the Principal so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.
- If the pupil is not calm enough to discuss the matter or for some reason is unable to do so, a decision will be made as to the appropriateness of further actions. This might include insisting that the pupil be brought home by his/her parents/guardians in the interests of the pupil’s own safety, the safety of other pupils or the safety of staff.
- A written report will be filed on the incident.

The school will not tolerate pupils absconding. If a child absconds (leaves the school grounds without prior permission) it will result in immediate suspension. If a child cannot comply with the school’s orders and the issue persists, he/she will be deemed unsuitable for the school and will ultimately be expelled.

Appendix 3

Procedures To Be Followed In The Event Of Serious Incidents of Aggression or Violence



The purpose of these guidelines is to set out clearly for all stakeholders, the process that will take place should a serious incident of aggression or violence occur.

Rules 121 (4) and 124 (1) of the Rules for National Schools and Section 23 (2) of the Education Act 1998 oblige teachers to take all reasonable precautions to ensure the safety of pupils and to ensure that pupils are supervised when on the school premises, during school time and /or on school activities.

If a serious incident of aggression or violence occurs in the school building, the following procedures should be followed

- Class teacher or attending teacher will immediately inform the Principal or Secretary using the in-school phone system, stating where the incident is taking place. If neither of these can be contacted quickly, he/she will inform the nearest member of staff.
- If the staff member is unable to use the internal phone, he/she will instruct the remaining pupils to line-up and to go immediately to the next classroom. At this point the class teacher of the neighbouring class will realise there is an issue and will inform the principal or secretary immediately.
- Principal or secretary (or staff member who has been informed) will make the following announcement over the intercom. **“Could all members of the SEN team please go to theimmediately”. (The room number where the incident is occurring will be inserted)** This wording will only be used in the case of a child absconding or using seriously aggressive or violent behaviour, and therefore the SEN team will realise the urgency of the call and must respond as quickly as possible, whilst first ensuring that pupils in their care are returned to a place where they are supervised.
- Principal will also go to this location.
- If the incident is serious and poses a threat to the safety or welfare of other pupils, two members of the Support team will remove the rest of the class from the area and bring them to a safe location.
- The Principal and at least one other member of staff will stay to assist the class teacher or attending teacher. Under no circumstances should one member of staff be left alone to deal with such a volatile situation.
- If a student is deemed to be a high risk to himself or other people, then the staff should adhere to Appendix 4 “Care and Control” when dealing with the situation.
- If the pupil calms down and the situation is diffused without any damage to property or persons, the pupil will be seen by the Principal so that the reasons for the behaviour may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.
- If the pupil is not calm enough to discuss the matter or for some reason is unable to do so, a decision will be made as to the appropriateness of further actions. This might include insisting that the pupil be brought home by his/her parents/guardians in the interests of the pupil’s own safety, the safety of other pupils or the safety of staff.
- All incidents of aggression and violence will be reported to school management and recorded.
- Parents will be informed with immediate effect.
- A written report will be filed on the incident.

Any such written reports will be monitored and reviewed to ascertain

- Number and types of incidents
- Patterns of behaviour/incidents
- The severity of the incidents
- Risk assessments
- Necessity for staff training

If a serious incident of aggression or violence occurs in the school grounds but outside the building, there will be no way of contacting the Principal's office or Secretary's office using the internal phone system. In such cases, all teachers who are supervising in the yard will have a clip-board with a red card attached. He/she will immediately send two trusted pupils to the office with the card. This is a signal to the Principal and/or Secretary that a serious situation has arisen and they will then follow the procedures as outlined in the case of an incident occurring inside the building.

Aggressive, threatening or violent behaviour towards staff and pupils, possession of weapons and blatant disobedience are cited as gross misdemeanours in the Bennekerry N.S. Code of Behaviour. In accordance with this Code of Behaviour, such incidents may be grounds for immediate suspension or perhaps expulsion. Please see sections (O) and (P) of the Code of Behaviour for further clarification.



Appendix 4

Care and Control

These guidelines on “Care and Control” may be used in cases where pupils place themselves, other pupils or members of staff in situations of serious danger. This could include absconding if the pupil places him/herself in danger by fleeing to a busy road where he/she may be knocked down and injured or even killed. It could also include aggressive or violent behaviour directed towards him/herself, other pupils, staff members or property. Examples of this could include

- Pupils in a fight
- Pupil or pupils attacking staff member
- Damaging property
- Running dangerously on a corridor or stairway
- Absconding from school
- Behaviour that creates a real and substantial risk of injury to person or persons

In such instances, every effort will be made by staff members to diffuse the situation using De-escalation Techniques. Examples of these techniques are

- Stay calm
- Be flexible in your words-don't say anything which may limit your options
- Speak in a calm , controlled voice
- Use the pupil's name if you know it to make the situation more personal
- Use Active Listening
- Slow it down/suspend judgement
- Show empathy
- Give clear and definite verbal commands

If the situation is not diffused in this manner **Reasonable Force** can be used to prevent pupils from hurting themselves or others, damaging property or causing disorder. It must only be used if there is a safety issue. Physical restraint or reasonable force will be used in the legal moment if a staff member truly believes that a child is going to be seriously injured. He/she will use life-skills and the minimum force necessary to achieve the legal objective. The reasonable force will only last as long as is necessary and will be a last resort.

Recording and Reporting of Incidents

All incidents of Absconding or Aggression and Violence should be reported and recorded. The report should include

- What happened
- Who was present
- Time, date and location
- What triggered the incident
- What force was used if any
- Was the child distressed
- Was medical attention required or sought
- Any additional information