

Code of Behaviour

Scoil Bhríde, Cannistown.

Introductory Statement

This policy was originally formulated at a School Planning Day in June 2010. It was reviewed, following consultation with the staff and parents and circulated in September 2010 for their consideration. The policy was further amended in November 2017 to include reference to the school's revised Anti-Bullying Policy.

Rationale

The Code of Behaviour is being reviewed :

- To ensure an orderly climate for learning in the school.
- It is a requirement under the Education Welfare Act, 2000 Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23 (2), that the code of behaviour shall specify:*
 - a) *The standards of behaviour that shall be observed by each student attending the school.*
 - b) *The measures that shall be taken when a student fails or refuses to observe these standards;*
 - c) *The procedures to be followed before a student may be suspended or expelled from the school concerned.*
 - d) *The grounds for removing a suspension imposed in relation to a student; and*
 - e) *The procedures to be followed in relation to a pupil's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for School, NEWB 2008*

Relationship to characteristic spirit of the school

Scoil Bhríde supports and values a harmonious environment where each child's potential can be nurtured. We promote cooperation between staff, pupils and parents.

The aims of the Code of Behaviour of Scoil Bhríde are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance 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 system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasising positive behaviour, and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

Code of Behaviour

General Guidelines for Positive Behaviour

- 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.
- Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- Pupils are expected to wear the correct uniform, to have all books and required materials and to be in the right place at the right time.
- Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
- 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.

Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip, name calling and other forms of relational bullying,
- cyber bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller Community and bullying of those with disabilities or special education needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. Our school community works together as a team to create a positive, safe, happy school climate that supports and promotes good behaviour. Teachers nurture a positive culture of effective teaching and learning that is inclusive and engaging. They provide clear messages about their expectations and consistent boundaries are created for pupils. Consultation and discussion with pupils ensures that they appreciate and accept the terms of our code of behaviour. Teachers adapt rewards to individual classes to ensure they are meaningful, relevant and valued. Effort is rewarded as well as achievement. Teacher will record and celebrate good behaviour. Our aim throughout the school will be to 'catch pupils being good'.

Code of Behaviour

Strategies/Incentives

Strategies/Incentives

- A quiet word or gesture to show approval.
- A note of praise on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Star charts
- Sticker/stamps
- Tick charts
- Homework passes
- Golden Time
- Good behavior blocks
- Delegating some special responsibility or privilege.

The above list is not comprehensive but provides examples only.

General School Expectations/ Whole school rules

Our code of behaviour requires all members of the school community to adhere to an established set of rules and expectations that prioritises respect for people and property. School rules are kept to a minimum and are devised with a regard to the health, safety and welfare of all members of the school community. Procedures for the playground will be reviewed by staff and management each year and circulated to staff. They will be discussed with the pupils and will emphasise positive behaviour and make it clear what activities are permitted.

Whole School Expectations :

- Treat all people with respect
- Respect school property
- Co-operate with others to keep the school litter free
- Co-operate with others to keep classrooms and the school tidy
- Wear full uniform.
- Be courteous and show good manners to all, both within and outside of school.
- Walk along the pedestrian paths to enter/leave the school grounds.
- Walk quietly in the school building
- No mobile phones allowed in school.

Classroom expectations :

We endeavour to promote positive behaviour and have high expectations for all pupils. Each class formulates an agreed set of guidelines/expectations specific to their class at the start of the academic year .

These will link in with school rules. Rules will be displayed under the headings

- Safety
- Learning
- Communication

Code of Behaviour

Playground Expectations

As part of the SPHE and PE curricula positive strategies to promote good behaviour and suitable playground games are taught by all teachers. A rota is in place for teachers on supervision. SNA's on duty in the yard will assist the teacher in the application of guidelines.

There are three distinct play areas:

Junior and Senior Infants play on the side yard.

First and Second Class play on the back yard.

Third to Sixth Class play on the front yard.

To ensure the safety and security of all pupils in the yard the following guidelines are followed:

- Dangerous games/rough play is not allowed
- Pupils remain in their designated play area in sight of the supervising teacher.
- At the end of break children follow the bell procedure. On ringing of bell pupils walk to their assigned class area and line up

On wet days pupils are supervised in their own classrooms and remain seated. Board games and suitable activities are available in each classroom.

Out of School Trips/Tours/Swimming etc. Expectations

When taking children on trips the same standards of behaviour that apply in school also apply outside of school.

- The teacher/supervisor/guide/bus driver must be obeyed at all times.
- When travelling on buses children remain seated and belted at all times.
- Rules of swimming pools and safety points are to be followed.

Sanctions

While our policy is designed to promote good behaviour there are occasions when inappropriate behaviour occurs. The degree of misbehaviour will determine the sanction to be imposed. Minor infringements of the guidelines will be dealt with quickly and fairly. **Pupils will not be deprived of engagement in any Curricular Area, except on the grounds of health/safety.**

Junior Infants to Second Class.

1. Non-verbal warning (gesture/cue) .
2. Verbal warning- short
3. Visual Prompt-yellow card/ change on behavioural chart
4. Time out at another table/ ' thinking chair'
5. Time-out to age appropriate classroom (5 mins)
If child frequently reaches step 4 skip to step 7.
6. Communicate with parents informally.
7. Formal meeting with parents arranged.

Code of Behaviour

Third to Sixth

1. Non-verbal warning (gesture/cue).
2. Verbal warning-short
3. Visual prompt- Yellow card/Traffic Lights
4. Move position in classroom.
5. Move to partner classroom /reflection sheet.
6. Note in journal to be signed by parent.
7. Referral to Principal/Deputy Principal.
8. Principal communicates with parent - once off serious incident or persistent misbehaviour.
9. Case conference to include parent, teacher and child.
10. Imposition of a sanction appropriate to the behaviour causing concern e.g. withdrawal from a school trip.

Recurring or Serious Misdemeanour :

The degree of misdemeanour i.e. minor, serious or gross will be judged by teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours. Where there is recurring misdemeanour or misbehaviour of a serious nature the teacher may decide to start a particular step other than step 1. Such incidents will be recorded, and dated. In certain circumstances a behavioural programme may be put in place in consultation with parent/Principal. When dealing with any inappropriate behaviour, focus will be on the behaviour and not on the person as the problem.

The following steps will be followed in response to serious infringements of our code of behaviour

- Information will be gathered--- Teacher listens carefully and impartially to all involved. Other pupils will be spoken to, if appropriate.
- Ideas are discussed to generate possible solutions.
- Specific strategy/strategies are decided upon and agreed
- Agreed strategies/sanctions are implemented consistently
- Progress is reviewed.

Gross Misbehaviour

For gross misbehaviour or repeated instances of serious misbehaviour, suspension or expulsion may be considered. Parents will be requested to come to the school to discuss the child's case. Before suspension or expulsion is considered the normal channels of communication between school and parents will be utilised. Communication may be verbally or by letter, depending on the circumstances.

Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour. Posting or circulating defamatory or insulting comments about a teacher or members of school staff on social media sites or any online or off line medium is regarded as gross misbehaviour and constitutes grounds for suspension.

Code of Behaviour

Suspension/Expulsion

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents may be requested in writing to 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 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. Reference was made to 'Developing a Code of Behaviour ; Guidelines for Schools, NEWB, 2008.

In exceptional circumstances where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board has authorised 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 . The Principal will notify the parents of the pupil in writing of the decision to suspend. The letter will confirm :

- The period of the suspension
- The reasons for suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents .
- The provision for an appeal to the Board of Management.
- The right to appeal to the Secretary General of the Department of Education and Skills (Ed. Act 1998 section 29).

If the Principal is considering a suspension longer than 3 days, the matter should be referred to the Board of Management for consideration and approval.

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 Local Welfare Education 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 or guardians may apply to have the pupil reinstated to the school. The parent/s or guardians 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. When the suspension is completed the pupil will be supported to begin again with a 'clean slate' and a behaviour plan will be put in place.

Code of Behaviour

Board of Management's Responsibilities

Provide a comfortable, safe environment.
Support the Principal and staff in implementing the code.
Ratify the code.

Principal's Responsibilities

Promote a positive climate in the school.
Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
Arrange for review of the Code, as required.

Teachers' Responsibilities

Support and implement the school's code of behaviour.
Create a safe working environment for each pupil.
Recognise and affirm good work.
Prepare school work and correct work done by pupils.
Recognise and provide for individual talents and differences among pupils.
Be courteous, consistent and fair.
Keep opportunities for disruptive behaviour to a minimum.
Deal promptly and appropriately with misbehaviour.
Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
Provide support for colleagues.
Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

Attend school regularly and punctually.
Listen to their teachers and act on instructions/advice.
Show respect for all members of the school community.
Respect all school property and the property of other pupils.
Avoid behaving in any way which would endanger others.
Avoid all nasty remarks, swearing and name-calling.
Include other pupils in games and activities.
Bring correct materials/books to school.
Follow school and class rules.

Parents/Guardians' Responsibilities

Ensure that children attend school and are punctual.
Equip pupils with appropriate school materials, a sufficient healthy lunch and full school uniform.
Be courteous towards pupils and staff.
Make an appointment to meet with teacher/Principal through the office.
Respect school property and encourage their child to do likewise.
Label pupil's coats and other personal property.
Support and encourage their children's school work.
Be familiar with the code of behaviour and support its implementation.
Inform the teacher, in writing, of any change of designated person collecting pupil.
Supervise and sign allocated homework
Strictly supervise pre-school children, when in the school.
Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Code of Behaviour

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.20 a.m. or after the official closing time of 2 p.m. (infants) 3 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Procedures for notification of pupil's absences from school.

The Education Welfare Act 2000, Section 23 (2)(e) states that the code of behavior must specify 'the procedures to be followed in relation to a child's absence from school', Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence. These notes are kept on file for the duration of the school year. The school uses the standard forms to report on pupil absences to the National education Welfare Board. (See www.newb.ie).

Reference to other policies

The following school policies have a bearing on the Code of Behaviour

SPHE

Anti-Bullying

Enrolment

Record Keeping

Health and Safety

Special Education Needs

Attendance

Supervision

Electronic Device Policy

Other policies may also apply.

The Principal, on behalf of the Board of Management, has consulted with all relevant parties when drawing up this code of behavior.

The code will be made available to all parents on the website or by request at the office.

Review Date _____

Ratified by the board of Management.

Chairperson _____

Date _____

Code of Behaviour

Appendix 1 - Reflection Sheet

Code of Behaviour

Appendix 3: Student Behaviour Reflection Form

Student's Name:	Class:
Time of Incident:	Date:
What Happened?	
Where did it happen?	
Why did I do it?	
What have I learned?	
Student signature: _____	Date: _____
Teacher signature: _____	Date: _____
Parent(s)/Guardian(s) signature: _____	Date: _____

Code of Behaviour
