# Scoil Chaitríona Naofa

## Scoil Chaitríona Naofa,Oristown

## Uimhir Rolla:18174J

## Code of Behaviour

### Rationale:

The Code of Behaviour was reviewed at this particular time as:

Positive Behaviour is central to the effectiveness and cohesiveness of our school community. To ensure an orderly climate for learning in the school, it is a requirement under the Education Welfare Act, 2000, Section 23 (1), 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 those standards;
C. The procedures to be followed before a student may be suspended or expelled from the school;
D. The grounds for removing a suspension imposed in relation to a student; and
E. The procedures to be followed in relation to a child's absence from school.

This policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Good behaviour is based on good relations between parents/guardians, child and school.

In Scoil Chaitríona Naofa, Oristown, we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

**Aims of the code**

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child

- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

**Responsibility of Adults**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage *'Kind Hands, Kind Words, Kind Feet'.*

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

**School Rules**

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

These can be summed up as **6 Golden Rules**:

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

These 6 "Golden Rules" will be the main ones used for infant classes. Rules apply during school-time and during all school related activities.

## Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the "Golden Rules". Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. 'Walk' and not, 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

## Incentives/Reward System

Part of the vision of Scoil Chaitríona Naofa, Oristown, is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- 'Bualadh Bos' in class or special mention at assembly.
- Reward stickers
- Special behaviour awards.
- Pupil of the Week award.

Each class teacher will implement a positive behaviour system that is suitable to the age profile and make up of their class group. These may include: (List is not exhaustive)

- Star system
- Stamp system
- Yellow/Red card
- Points system
- Golden Time
- Marbles system
- Traffic light system

## Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of

repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of minor misbehaviour include:

- Persistent talking out of turn in class
- Leaving the seat without permission
- Homework not being done
- Sending notes
- Deliberately wasting time
- Copying work from others
- Being inattentive during class
- Not wearing school uniform
- Bringing mobile-phones to school
- Not wearing appropriate uniform
- Not following instructions.

**Strategies**

a) Reasoning with pupil
b) Reprimand (including advice on how to improve)
c) Temporary separation from peers, friends or others
d) Note in homework diary
e) Individually designed positive pupil behaviour charts.

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Making abusive, offensive, insulting or insolent remarks
- Theft
- Leaving school/school activities without permission
- Open defiance
- Showing disrespect to teachers
- Disrupting lessons by causing distraction on an ongoing basis
- Being generally aggressive or rough

**Strategies**

a) Written line to be signed by parents/note in diary
b) Being sent to another class at teachers' discretion
c) Loss of privileges
d) Detention during a break
e) Prescribing additional work

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property

- Serious bullying
- Carrying drugs, alcohol, cigarettes

**Strategies**

a) Referral to Principal teacher
b) Communication with parents
c) Suspension (temporary) after consultation with B.O.M

* All serious incidents are reported to Principal and are recorded in Incident Report Book

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc.
- VERBAL: name calling which hurts, insults or humiliates.
- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.
Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

**Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.**

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

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

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour

- signal to other students and to staff that their wellbeing is being protected.

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

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

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

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

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

**Suspension and Expulsion**

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

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

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

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

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

**Removal of Suspension (Reinstatement)**

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

**Children with Special Needs**

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

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

**Communicating with Parents**

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

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

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

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

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

**Keeping records**

All school records are kept in line with data protection legislation. Records are written in a factual and impartial manner.

**In Class**

Class teachers are responsible for keeping Parent/Teacher meeting notes. Class teachers also write up end of year reports for each child in their care and a record sheet of their Standard score results. Both the Parent/teacher meeting and the End of Year Report Card allow for comments on behaviour.
Where a teacher has concerns about a child's behaviour, a record sheet may be used to record incidents of concern and actions taken. This record sheet can be used by the teacher to ensure that accurate and appropriate information re their child's behaviour is communicated to parents. Class teachers inform the

school Principal that they have arranged to meet with parents and may request that the Principal be present/not present at the meeting.

**Playground**

A yard Accident/incident Book is available in the Staff Room and teachers on yard duty shall use this to keep a record of accidents and incidents of serious misbehaviour.

**School records**

- Report cards are kept in the child's personal file, all of which are stored in a locked filing cabinet in the child's classroom.
- Communication with parents by the class teacher are copied and retained by the class teacher when deemed appropriate
- Communication between the school Principal and parents will be copied and retained in the pupils personal file as appropriate
- Board of Management matters will be detailed in the Board of Management minutes book and Correspondence from the BOM will be copied and retained in the BOM file, both of which are stored in a locked filing cabinet in the school office
- Correspondence with the NEWB is kept in the NEWB file which is stored in a locked filing cabinet in the school office

Roles and Responsibilities: All roles and responsibilities are outlined within this policy.

Timetable for Review: This policy was most recently was reviewed in November 2022. The next review is due in November 2024 but it may be reviewed earlier in light of any relevant legal changes.

Ratification and Communication:

This policy was ratified on: 28/5/2024.

Signed: R. L. Mahy (Chairperson BOM)

Date: 28/5/2024.

**Appendix 1** **Code of Behaviour School Rules**

- All pupils are expected to treat school staff, fellow pupils and visitors with respect and courtesy at all times.
- Pupils must respect all school property
- Full school uniform must be worn at all times
- Pupils are expected to work to the best of their ability
- Pupils enter and leave school in an orderly fashion
- Pupils are expected to walk quietly on corridors
- When kept in during bad weather pupils must remain seated at all times during break
- Note from parents required – explain absence, go home early or homework not done
- When pupil has to go home early pupil must wait in school to be collected.
- Never leave the school without permission of the class teacher.
- Children are not allowed mobile phones in school. **(Exceptions may be made in the case of certain medical needs e.g. -Diabetes)**
- Chewing gum is not permitted.
- Pupils should not return to school after dismissal time – 2 p.m./3 p.m.
- Playing in toilet area is not allowed. Pupils should be encouraged at home to flush toilets and wash hands after using toilets. They should also be reminded to do so at school.
- No pupil may enter a classroom, other than his/her own without permission of a teacher.
- All behaviour, such as running or playing in classroom, which might lead to injury, accidental or otherwise, is forbidden.
- The teachers on supervision duty will be responsible for monitoring pupils' behaviour during breaks and dealing with any breaches thereof
- On P.E. days pupils are expected to wear suitable clothing and sports footwear. A parent should inform a teacher if there is grave reason why a pupil cannot participate. The teacher concerned will exercise due discretion.
- The grass areas of the school will be used as weather permits and at the discretion of the teachers. Pupils are forbidden to enter field unless accompanied by a teacher.
- Walking, running, playing or jumping on the boundary wall is dangerous and forbidden.
- Climbing on and swinging from trees in school grounds is strictly forbidden.
- Litter - In line with our green school policy - A sense of tidiness should be encouraged by word and example at all times in all pupils. If this is part of their everyday home life, they should have no difficulty in keeping other places, such as school, neat and tidy.
- Every pupil from First Class to Sixth Class has a Homework Journal. Parents are expected to sign this nightly and ensure that their children are doing all their homework etc. A teacher may write a comment on some aspect of a pupil's behaviour in his/her notebook. Parents are asked to treat these entries seriously. We would like parents to include a note in the notebook if for any reason a pupil was unable to do his/her homework. Please note that homework is based on work done in school and a pupil experiencing difficulties with homework may not be paying sufficient attention in class.
- Accidents - These unfortunately do occur from time to time. The school always tries to make contact with the parents concerned. In the event of not being able to do so, or if we feel circumstances warrant it, we may go straight to Casualty in Drogheda Hospital. However it is vital that the telephone number (s) given to the school by the parents ensures contact with the parent(s) of a sick/injured child, without delay.
- School books are expected to be covered. In the case of books, which are rented from the school, a fine may be imposed if these are not returned in a reasonable condition at the end of the school year.
- Pupils will not be allowed into the school any morning until 9.15 a.m. or until the teacher concerned is present. There is no provision for supervision of pupils before 9.15 a.m. or after 3.00 p.m. Parents, who wish to have their children escorted home, should make their own arrangements to have them met at the school gate, and the person to escort them should be at the school not later than 3 o'clock, as the school cannot accept responsibility for supervising the children after that time.