

Code of Behaviour



St. Brigid's NS,
Cortown

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

In *St. Brigid's NS, Cortown* 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*'.

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- Anti Bullying.

1. Plan for promoting good behaviour

This Code of Behaviour places a greater emphasis on rewards than sanctions and the ideal is that pupils will acquire self discipline. Good behaviour will be praised and rewarded.

Rewards for good behaviour may include:

- Treats at the teacher's discretion.
- A points "star" table is kept.
- Some homework off if particular targets are achieved
- Extra privileges eg. dvd.
- Reward for not missing days from school.
- A quiet word or gesture to show approval
- Lucky Dip

2. School Rules

- Aggressive behaviour and foul language will not be tolerated.
- Students should always walk in the school building. Running in the school building, pushing and any sort of rough play is not permitted.
- Enter and leave the school by the main gate and church gate.
- Dismount from bicycles before entering the school grounds.
- Students are not permitted school grounds without permission.
- Students are not permitted to sit on the roadside boundary wall.
- Students are not permitted to jump the boundary wall when entering or leaving the school.
- Students are required to use the litter bins.
- Students are expected to wear the school uniform and parents are required to place name tags on the garments.
- Punctuality is expected at all times including lining up promptly and forming a straight line when the bell rings in the morning and at the end of breaks. School begins at 9:30 and finishes at 2:10 for infant classes and 3:10 for senior classes.
- Use of mobile phones is prohibited during school hours and school events.
- Name calling is forbidden.
- Items not permitted on the school premises include:
 - Liquid Tippex
 - Aerosols.
- Smoking is not permitted on the school premises.

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

3. Classroom Rules

Classroom rules are drafted between each teacher and their students in order to enhance ownership of those rules.

The Discipline for Learning program will be in operation throughout the school. Stamps will be awarded for positive behaviour and a lucky dip given when a specified number of stamps have been reached. (15 stamps for Junior and Senior Infants, 20 for all other classes)

The following sanctions will be implemented if undesirable behaviour is displayed:

- Step 1: A verbal warning is issued (x2)
- Step 2: On receipt of the third verbal warning, the student is seated at the Thinking Table (30 mins max.)
- Step 3: Consequence sheet which must be signed by the student's parent and returned to school the following day. Each class teacher will draft a consequence sheet appropriate to their class.
- 3 consequence sheets within 2 weeks will warrant verbal communication between teacher and parent of the student.

4. Notification of a student's absence from school

- Parents are requested to inform the class teacher, principal or school secretary of a student's absence from school and the reason for same (in accordance with Department Regulations) by means of the pink paper record slip, which are distributed at the start of each school year.
- If a student misses more than 20 days during the course of a school year, the principal must inform Tusla of same.

5. Break times

Outdoors

- Students may not re-enter the school during breaks without permission. Students wishing to re-enter the school building during breaks must receive a permission slip from the teacher on yard or SNA and give it to the students monitoring the door.
- Teacher on yard duty deals with complaints and applies sanctions in consultation with the class teacher when necessary.
- Incidents and Accidents reports will be filled in and filed in the office when deemed necessary by the teachers.
- When the bell rings signalling the end of break, students go to their lines promptly and form a straight line.

Groups playing football should abide by the following set of rules.

- The teacher will pick teams on Mondays for the week.
- Do not shout at other players.
- Do not push each other.
- Tackle fairly.
- Only the goalkeeper can handle the ball.
- Any complaints are to be addressed to the teacher
- A five minute sin bin applies for anyone breaking the rules.
- If the PVC posts are being used they must be secured to the ground.
- New teams are picked on Mondays for those wishing to take part.
- Those who are picked must take part in the game, not stand around talking in the playing area.

- Teams are not always based on classes.
- You can't slide tackle.
- You can't push people in the back.
- Goalkeeper cannot be changed during a game unless injured or if permission has been given by the principal.
- You can't tip the ball forward when taking a penalty.
- Play is permitted in designated areas only
- You can't chase players around, shout at them or kick the ball at them.
- Other standard football rules apply.

Indoors

If breaks have to be spent indoors the following guidelines apply

- Take part in a seated activity or board game.
- Keep noise to an acceptable level.
- Activities include – board games, cards, reading, colouring etc.
- If the teacher has to leave the room, students are expected to behave in the interests of safety.

6. Conduct in Church for Mass, Confessions etc

- Students are expected to behave in the church for the mass and other occasions.
- Avoid unnecessary talking to your neighbour during mass.
- Do not stand on the kneelers.
- Answer the mass responses.
- When going to the church walk two abreast & keep in step.
- Stay on footpath on way to Church.

7. Code of Behaviour on School Bus for trip, match, tour etc

- Show respect to the bus driver. Do not speak to the driver while he is driving.

- Show respect to your fellow passengers.
- Put on your seatbelts.
- Stay in the seat you have been allocated.
- Put on your seat belts.
- Show respect for the vehicle. Leave the bus as you found it.

8. Rules for Swimming as issued by Kells Pool

- Students are required to follow the swimming pool rules.
- No food or drink is permitted on the swimming bus.
- Students are not permitted to purchase or consume food or drink from the vending machines in the swimming pool

9. Procedures to deal with Unacceptable Behaviour

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:

- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

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
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

The following strategies may be used to show disapproval of unacceptable behaviour in conjunction with the Discipline for Learning Program.

- Verbal reprimand including advice on how to improve.
- Reasoning with the student.
- Teacher gives student “lines”/extra work.
- Withdrawal of privileges - Football, Rounders, Table Quiz, School Tour, Choir, Gardening, etc
- Student may not be allowed take part in activities at breaks. Time out at the wall or be confined to a certain area.
- Student is referred to the principal.
- Teacher meets with parents.
- Suspension.
- Expulsion.

Accidents and Incidents are noted in an incident book and kept in a folder in the office.

10. Suspension

The Board of Management has the authority to suspend.

Grounds for suspension

- A student’s behaviour has a seriously detrimental effect on the education of other students.
- The student’s continued presence in the school constitutes a threat to safety.
- The student is responsible for serious damage to property.

Fair procedures will be followed when proposing to suspend a student:

- The student and parents will be informed about the complaint.
- The student and parents will be given an opportunity to respond at a meeting with the principal.
- If the suspension goes ahead, the principal will notify the student and parents of the decision by letter.

The period of suspension is normally three days. The Board may remove the suspension if it thinks necessary. The Principal must report suspensions to Tusla.

Parents have the right to appeal the decision of the Board of Management.

Procedure for suspending a student

- The Principal talks to the Chairperson to see if suspension might be justified.
- The principal informs the parents of the complaint by letter and invites them to a meeting to give them an opportunity to respond.
- If they don't come to the meeting, then the principal re-schedules the meeting in writing.
- If the parents still don't attend then the B.O.M. decides what to do.
- Following the meeting, the principal meets the chairperson and weighs up whether suspension is warranted.
- If it is, the principal will notify the parents by letter of the decision to suspend.

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.

Appeals Procedure can be found under section 29 of the Education Act, 1998.

11. Expulsion

- The Board has the authority to expel.
- Prior to this happening, the Board will meet with the parents and student to try to find ways of helping the student to change his/her behaviour. It will also seek the assistance of support agencies.
- The Board will consider expelling a student if:
 - the behaviour is a persistent cause of significant disruption to the learning of others.
 - The student's continued presence in the school constitutes a threat to safety.
 - The student is responsible for serious damage to property.
- Expulsion for a first offence - this could happen as a result of:
 - a serious threat of violence against a student or staff member.
 - violence or physical assault.
 - supplying illegal drugs to other students

- Procedures in respect of expulsion:
 - a detailed investigation is carried out under the direction of the principal.
 - a recommendation is then made to the Board by the principal.
 - The Board considers the principal's recommendation.
 - Consultations are arranged with the Education Welfare Officer.
 - If the Board decides to expel the student, the parents are informed.

- Appeal
 - A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science.
 - Tusla may also appeal on behalf of the student.

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.

Please consult our Staff-Parent Communication Policy for more details.

Appeals Procedure can be found under section 29 of the Education Act, 1998.

12. Anti-Bullying

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.

Please consult the schools Anti-Bullying Policy and Staff Relations Policy for more information.

Ratification: This Policy was ratified by the Board of Management on the 19th October 2017