



An Chroí Ró Naofa Senior National School



Code of Behaviour

The Code of Behaviour will help the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The Code of Behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school.

The aims of the Code of Behaviour of Sacred Heart SNS 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.

School Ethos

The aim of this policy statement is to safeguard and protect the rights of staff, pupils, parents and all who visit our school. All members of the school community have a right to be treated with respect and to work in a safe environment. Teachers have a right to teach, pupils have a right to be taught, parents and visitors have a right to be shown respect and courtesy. Behaviour that interferes with the rights of others is unacceptable.

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, *emphasise 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.

SCHOOL DISCIPLINE POLICY

Discipline is defined as “instruction: training of the mind; or body; or moral faculties; self control; subjection to authority; order.” Good order within the school must include mutual respect between teachers, SNAs and ancillary staff and teachers, parents and teachers, pupils and teachers, and pupils and pupils.

Good order within the school must include order within the classroom – regular lessons, prepared work and ordered behaviour.

Good order within the school must include order in the corridors- no rough behaviour when classes lined up or when groups are moving between classes or activities. Good order within

the school must include order within the P.E. Hall – no ‘wild’ freedom or hyperactive lessons.

Good order within the school must include order within the school yard- proper supervision by staff ‘on duty’ in the yard and being aware of what children are doing.

Good order within the school must include order to and from the yard and towards the school exits at 2.40p.m. – children should be walked out of their classrooms as far as the cars, at which point they will be under the supervision of the teachers on gate duty.

Very Serious Misbehaviour

1. Abusive Language, without remorse, or physical attacks against a teacher or against a member of staff.
2. Aggressive physical assault against another pupil; examples of which would be headbutting, use of a weapon, biting, deliberate kicking or punching.
3. Deliberate and serious damage to property belonging to school, staff and/or pupils.
4. Persistent disruption of class
5. Gross insubordination - refusal by a pupil to do what he/she is asked to.

All of the above very serious misbehaviour will result in suspension.

Serious Misbehaviour

Cursing, kicking, spitting, fighting, headlocking, bullying, leaving school/school yard without permission, regular breaking of school rules in the yard, in the classroom or around the school grounds, refusal.

All of the above serious misbehaviour will result in being included on the suspension list.

Misdemeanour

Occasional misbehaviour within the classroom should be dealt with by the class teacher as it occurs. Occasional misbehaviour within the yard or school environment should be dealt with by the teacher on duty. Both of the above will be dealt with in accordance with the Key for Discipline Policy.

Suspension List

1. Name on list for serious offence - this lasts one calendar month and gives the children an opportunity to improve their behaviour.
2. Second offence during that month - name on the list again and a letter is sent home to inform parents.
3. Third offence means suspension- length of time at the discretion of the principal.

The length of time for a **second** and **third** suspension is also at the discretion of the principal.

A **fourth** suspension means that the matter is brought to the Board of Management.

Sin Bin

1. Children who are regularly in the Sin Bin are to be held in detention at lunch time for a period decided on by the teacher on yard duty in conjunction with the Deputy Principal.
2. Children who are in the Sin Bin are to be collected by their teacher and their names are to be put into the detention book by the teacher on duty.

The Key for Discipline is a whole-school approach to the issue of pupil behaviour throughout the school. The primary benefits of the scheme include the implementation of a consistent response to behavioural issues irrespective of grade, teacher and context, and the acknowledgement of efforts made by the majority of pupils who, in the past, were often denied the same level of attention and acknowledgement given to “troublesome” children. The KfD was developed in consultation with all staff members, the parent body and Board of Management. The system is regularly and systematically evaluated and refined through consultations involving staff, parents and pupils. This evaluation and day to day implementation is coordinated by a KfD committee, which is selected annually, and meets regularly under the chairpersonship of the Deputy Principal.

The three main components of the KfD scheme are:

- Reward system: stamps, stamp books, prizes, certificates and letters to parents.
- Sanctions: an incremental system of sanctions, of increasing severity.
- Rules: six rules, see below
- Positive teaching: praise, encouragement, acknowledgement.

The rationale for, and implementation of, the KfD is line with whole-school policies on discipline and anti-bullying, and dovetails seamlessly with the school discipline policy in relation to serious misbehaviour, i.e. sanctions 6 to 8.

The Key for Discipline programme is used by every teacher and every class in the school. It is based on the six rules below. The rules, the rewards and the sanctions are the same for every pupil. Each child is given a stamp-book, and they can earn stamps every day. When they have filled in a certain amount they get a prize.

- 1. Be on time and be prepared.**
- 2. Be in the right place at the right time.**
- 3. Keep unhelpful hands, feet and comments to yourself.**
- 4. Let you and your work be neat and complete.**
- 5. Walk and talk when the time is right.**
- 6. Show respect for people and property**

General Guidelines for Positive Behaviour

1. 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.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to be wearing complete uniform, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present work neatly.
5. 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

Bullying is defined as: repeated verbal, psychological or physical aggression by an individual or group against others over a prolonged period. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated, and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

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.

Strategies/Incentives

- A quiet word or gesture to show approval.
- A comment on a child's exercise book or in school journal.
- A visit to another class or Principal for commendation and name placed in "Golden Book."
- Praise in front of class group.
- Award stamps or "Dojo" points.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- Class treat (tour, visit cinema, bowling, walk to local park/playground, library excursion etc). One per term.

Discouraging Misbehaviour

The purpose of sanctions and other strategies is to promote positive and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work./reflective log.
- Loss of privileges. (e.g. exclusion from incentive day, golden time, class outings/tours etc).
- Detention.
- Communication with parents.
- Referral to Principal.
- Name put in “Red Book”
- Principal communicating with parents.
- Internal suspension.
- 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).

Suspension/Expulsion

Before serious sanctions such as suspension or expulsion are used, where possible the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. A written letter will inform the severity of the behaviour issue.

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. Immediate suspension will apply if a member of staff or pupil is physically attacked.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management (BOM) will be informed and the parents will be requested to attend at the school to meet 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 relevant members of the school community. They will consider 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 BOM may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding 3 school days (except in exceptional circumstances, where the principal considers that it is warranted to

achieve a particular objective), pending a discussion of the matter with the parents. The BOM places a ceiling of 10 days on any one period of suspension imposed by it.

The Board of Management of Sacred Heart SNS has the authority to expel a student. As a matter of best practice, that authority will be reserved to the Board of Management and will not be delegated.

In accordance with *Developing a Code of Behaviour – Guidelines for Primary School (National Education Welfare Board, 2008)*, a proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

(NEWB, 2008, p.81)

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board shall notify the Local Educational 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.

School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.00 a.m. or after the official closing time of 2.40 p.m. 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.

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 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/code of conduct.

Encourage children to have a sense of respect for themselves, others and for property.

Parents are expected to:

- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- 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 their child's progress/behaviour.
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform.
- Be courteous towards pupils and staff.
- Make an appointment to meet with a teacher/the Principal through the office.
- Respect school property and encourage their children to do the same.
- Label pupil's coats and other personal property
- Strictly supervise pre-school children, when in the school.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

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 meetings
- Through children's homework journal
- Letters/notes from school to home and from home to school.
- School notice board.
- Newsletters/school web-site/e-mails.
- Class Dojo.
- Text A Parent service.

- There is also regular communication via the Home School Community Liaison teacher and where appropriate home visits will take place.

Review

The Policy is being implemented by all teaching staff and future developments for change will be discussed with all relevant stakeholders.

The principal will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings.

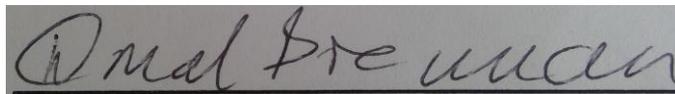
Review Timeframe

September 2022

Board of Management.

Date: 09/09/2019

Chairperson Signature:

A handwritten signature in black ink on a grey rectangular background. The signature appears to read "Dina Freeman".