

## **Code of Behaviour Scoil an Spioraid Naoimh (B)**

### **Rationale:**

The code of behaviour of Scoil an Spioraid Naoimh (B) is being reviewed

- to place more emphasis on a whole school approach to behaviour management in the school
- to ensure that all pupils can learn and work in an orderly environment

### **Aims:**

- to provide parallel commitment to pastoral care of staff and pupils
- to create an atmosphere of human respect, tolerance, dignity, consideration and fair treatment of others, where everybody feels valued.
- To allow the school to function in an orderly way where (i) children can develop fully and (ii) staff can carry out their functions fully.
- To promote self-discipline and positive behaviour, recognising the difference between pupils and the need to accommodate these differences.
- To ensure the safety and well-being of all students and staff members.
- To ensure that the pupils understand the code of behaviour
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

### **Guidelines for behaviour of pupils in Scoil an Spioraid Naoimh (B)**

The guidelines are based on 4 fundamental principles. All pupils will:

#### **1] Respect the school and the whole school community:**

##### **{a} Respect fellow pupils**

- show them consideration, courtesy and civility
- wait one's turn
- respect their own belongings and those of other children
- respect their privacy e.g. the use of camera phones
- Pupils will not*
- annoy or call other pupils names
- threaten / intimidate other pupils
- use insulting or coarse language to other pupils

##### **{b} Respect members of the school staff:**

- show consideration, courtesy and civility to their teachers, to school staff and to all adults in the school.
- be truthful and honest
- obey and follow instructions from all members of staff
- Pupils will not:*
- use insulting or coarse language to any adult
- interrupt lessons or schoolwork
- back-answer, show disrespect, threaten any member of staff

**{c} respect the school, school property and equipment**

- use waste bins
  - get rid of their rubbish properly
  - carefully look after school equipment, library books and books rented out on the school rental scheme
  - wear the school uniform at all times (except on P.E. and No Uniform days)
- pupils will not:*
- interfere with, or damage in any way, the buildings and furniture
  - write on, or deface in any way, school property, furnishings or the school building

**2] Behave and not do anything that could cause danger to themselves or to any other member of the school community**

- abide by classroom and playground rules
  - be well behaved and obey instructions from teachers and SNAs (i) in the classroom, (ii) on the corridors and stairs, (iii) in the school playground
- pupils will not:* use violence by:
- pushing
  - hitting
  - kicking
  - wrestling
  - biting
  - using headlocks
- *pupils will not* carry items that could cause harm or lead to dangerous situations

**3] Work to the best of his ability**

- attend school regularly and to be punctual
- work carefully and neatly
- listen attentively and participate to the best of his ability in all class activities
- complete class work and homework regularly and to the best of his ability
- bring a note of explanation following any absence
- possess the school journal at all times and have it examined and signed regularly by parents/ guardians

**4] Have a right to education and no child has a right to interfere with another child's education**

- recognise the right of other children in his class to work and learn without disruption or hassle
  - help other children whenever possible
- pupils will not:*
- behave in a manner which hampers or prevents the normal work of the class, e.g. repeatedly interrupting, making noises.

**Whole school approach to promoting positive behaviour**

**1] The staff of Scoil an Spioraid Naoimh (B):**

- has a consistent, supportive culture among all of its members in solving behaviour problems

- (i) empathy among all the staff, senior members of staff support time-out for disruptive pupils
  - (ii) all staff adopt a duty of care even when not in a supervisory capacity.
  - (iii) all staff remind, encourage, direct, confront pupils about appropriate / inappropriate behaviour
- agrees among all of its members regarding behaviour management
  - (i) behaviours that are unacceptable
  - (ii) applying clear consequences/punishments for the various levels of misbehaviour and when pupils refuse or abuse corrective discipline (appendix 3)
- focuses as a team on applying positive strategies for managing behaviour :
 

**prevent/minimise unnecessary behaviour problems in the:**

  - (i) classroom by– establishing ground rules in the first few weeks of the year (appendix 1)
    - reminding pupils regularly of these rules
    - discussing with pupils the need for rules – safety rules, consideration for others,
    - discussing with pupils their responsibilities in class (appendix 2) and how they're obliged to treat others and visa versa – SPHE, religion, informal problem solving
    - sustaining pupils interest by using a variety of activities and teaching methodologies
  - (ii) corridor by – establishing a lining up procedure in the first few weeks of the year, discussing safety rules
  - (iii) stairs by – supervision by post-holders, discussing safety rules
  - (iv) playground by – establishing ground rules in the first few weeks (app. 1)
    - reminding pupils regularly of these rules
    - discussing with pupils their responsibilities in the playground (appendix 2)
    - dividing play area into 3 sections (junior, middle, senior classes) for close supervision and clear visibility of children at play
    - teacher rota system and daily supervision by SNAs in each play area
    - having organised playground games
    - provision of benches for quiet activities
    - group rota of games in the hall during lunch break
    - close supervision of certain pupils in area beside middle class playground, games supervised by SNA
    - reporting incidents of misbehaviour: less serious incidents are reported to the class teacher, serious incidents are recorded in the incident book and appropriate follow up action is taken
  - (v) wet day supervision by- organising a rota of teachers and SNAs allowing pupils play suitable games??
  - (vi) morning by- teachers with posts of responsibility and SNAs supervising outside lining-up areas and ground floor corridor of old building from 8.35 to 8.50am
  - supervising in foyer of new building on wet-days
- encourage positive and responsible behaviour – pupils know rights and responsibilities

- uses the SPHE curriculum to support the code of behaviour- improve ways of interacting, conflict resolutions skills, fosters self-esteem, develops citizenship, etc. The content of the curriculum is laid out in the SPHE school plan

## **2] Board of Management of Scoil an Spioraid Naoimh(B):**

The Principal and staff representative will consult with the BOM when reviewing the code of behaviour and take on board any suggestions, alterations or addenda which it may have.

The BOM supports the staff in implementing the code of behaviour by:

- affirming the day-to-day actions of the staff in promoting good and positive behaviour
- affirming the steps taken by the staff to deal with misbehaviour
- providing opportunities for staff development – seminars, courses, study of literature
- assisting in dealing with serious breaches of behaviour. The procedure for this is:
  1. The principal informs the BOM of the breach of behaviour.
  2. Details of the incident(s) are discussed at a board meeting. Strict privacy is adhered to.
  3. Decision is made as to how the problem is to be solved – existing school procedures, outside intervention, role of the parents/guardians.

## **3] Parents of Scoil an Spioraid Naoimh (B)**

In formulating this code of behaviour, the BOM considered a submission relating to the possible content of a code received from, and discussed with the body representing the parents of the pupils attending the school.

Parents of newly enrolled children will be informed about the code of behaviour and how they can support it (i) during the school open day, (ii) through the school website, (iii) through the school journal

Cooperation between staff and parents is encouraged through

- annual parent – teacher meetings
- communication through the pupils’ school journals
- informal meetings before, after school.

Parents support the school in promoting positive behaviour and maintaining high standards of behaviour by:

- reading and signing the code of behaviour in the school journal at the beginning of each school year
- being aware of, and cooperating with the system of rewards and sanctions in the school
- ensuring children are in time for school
- helping and encouraging children with homework and ensuring that it is completed
- ensuring that children have the necessary books and materials for school

## **4] Pupils of Scoil an Spioraid Naoimh (B)**

Pupils, with the teachers’ guidance, will discuss classroom, playground and general school rules

- (i) particularly in the first few weeks of the new school year
- (ii) when behavioural problems arise
- (iii) when any pupil has an issue. Aspects include:
  - the need for school rules

- protecting our rights and the rights of others
- rules and responsibilities

### Rewards and Sanctions:

The emphasis by the staff of Scoil an Spioraid Naoimh (B) is on positive good behaviour which is recognised and acknowledged in the classroom, playground, etc

Where misbehaviour occurs the degree of misbehaviour will be judged by the teachers and/or principal based on a common sense approach with regard to the gravity/frequency of misbehaviour (appendix 3)

### Appendix 1

In Scoil an Spioraid Naoimh (B) we have rules to protect our rights and to encourage us to be responsible. We have both rules for our classrooms and for times when we are out of class.

Rules in class		Rules out of class
We speak kindly and respectfully to others in our class We put up our hands to speak We do not shout in class We do not use bad or hurtful language	Talking	We speak kindly and respectfully to all we meet outside our class We do not use bad language We do not harass We line up quietly in the playground
We work quietly We help each other We take turns to answer and do not interrupt We put up our hands to get attention or help We respect other's opinions	Learning	We cooperate with others We share the playground
We come to school on time We move quietly in our room We put things away carefully We line up and move quietly and safely between rooms	Movement	We take care when we are moving about or playing outside We do not run in the corridor, on the stairs nor in the playground We stay in our own part of the playground We look after equipment
We respect each other We are kind to each other We are considerate and look out for each other We use good manners We do not harass nor make other pupils feel small	Treatment	We respect each other We are kind to each other We play friendly games We allow others into our games We do not harass others
We try to solve problems in a fair manner We do not get aggressive If the problem is hard we ask a teacher for help	Problem solving	We talk to each other and try to work problems out. If we need help we ask a teacher

## Appendix 2

At Scoil an Spioraid Naoimh(B) everybody has responsibilities. We all need to care about ourselves, about other students, about teachers and all who work in our school, about parents and all who visit, as well as about our school and equipment.

Responsibilities		
To listen	To be polite	To have a go
To help	To make time for others	To be honest
To try our best	To be on time	To look after each other
To discuss	To help others understand	To work and play safely
To encourage	To help others belong	To share equipment
To share time	To cooperate	To ask for help
To try and work out problems in a fair manner	To ask for opinions and ideas	

## Appendix 3

Levels of behaviour management in Scoil an Spioraid Naoimh (B)

Behaviour management			
Level	Pupil behaviour	Teacher action	Extra support
1	Respects the rights of others, is cooperative, good self-discipline, works to the best of his ability	Positively reinforce pupil's behaviour, appropriate comments and specific feedback (acknowledgement, give responsibility )	Other teachers recognise pupil's positive behaviour
2	Basically respects the rights of others, but has a problem of self-esteem. Shows some frustration and low concentration levels. Causes minor disruptions – annoying and rude to other, infrequent / no homework, incorrect / no equipment	Discuss work / behaviour with pupil, seek solutions. Behaviour contract, note in journal for home support. Discuss consequences Action may include: extra work, extra homework (reason included; to be signed by parent/guardian), and warning that sanctions may be imposed. Pupil must make apology (to victim). Establish routines, reinforce success	Help from principal and staff in defining problem and applying a solution
3	Persistently violates the rights of others in a minor way – regularly interruptive, harasses / annoys others, fidgets and moves about, poor attitude to learning and work, unresponsive and rude in class	Record incidents of misbehaviour. Cooling off time in class for set period – pupil thinks about / records behaviour. Action may include: loss of privilege, booking (for repeated or serious misbehaviour), inform parents / guardians, behaviour contract, detention, time out in other class, confiscation of offending item (causing distraction/ danger or interfering with privacy) to be	Help from senior teachers, learning support teachers with time out for set period(s)

		returned via parents.. Consult with support teachers	
4	Continually infringes the rights of others – verbal or physical assault, destroys / takes equipment, intimidation, disruption, refuses to follow instructions, defiant. Continued deterioration in behaviour, refusing / ignoring any attempts to help	Incidents of misbehaviour recorded, and filed. Information passed to all staff (confidentiality maintained). Parents / guardians contacted. Action includes time out for longer periods, detention, no playground privileges, behaviour contract and daily behaviour reports; pupil must make restitution (in the case of damage/ theft/ defacement of property). Temporary suspension	Must involve help from principal and staff – Principal sends note to parents Longer periods of time out. Principal sends for parents.
5	Seriously and continually violates the rights of others and shows no sign of wanting to change – abusive, poor / negative effect on other pupils, dangerous, uncooperative and uncontrollable.	Teacher refers problem directly to principal. After discussion with parents / guardians pupil may be suspended	Principal sends note to parents/guardians Principal sends for parents Principal advises parents of the possibility of suspension Principal asks BOM to suspend pupil

### **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.