



## **Code of Behaviour**

### **Introductory Statement**

The Code of Behaviour was drawn up following consultation between the Board of Management, the school's teaching staff and representatives from the Parents' Association, in accordance with "Developing a Code of Behaviour: Guidelines for Schools" (NEWB: 2008). The Code of Behaviour also conforms with legislation as required by Section 23 of the Education Welfare Act (2000).

### **Rationale**

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society expects. Like any other complex social organisation, a school requires generally accepted codes of conduct and rules of procedure by which the school community abides. However, schools are not places set aside from the world. Teachers and pupils live their daily lives in the community, and are influenced by its standards and values.

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

### **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.

A copy of the code is given to all parent(s)/ guardian(s) of new entrants to the school. It is also available on the school website. From time to time minor modifications may need to be made. Such modifications may be necessary due to new technologies, new Department of Education and Skills circulars, unforeseen events, etc. The Board of Management reserves the right to make such minor modifications if and when they should arise. These modifications shall then be communicated to all families within the school.

### Whole school approach to promoting positive behaviour

Every member of the school community has a role to play in the successful implementation of the Code of Behaviour. Rules will be kept to a minimum and applied in a fair and consistent manner, with due regard to the age of pupils and to individual difference. Good behaviour is encouraged and rewarded as appropriate. Parents will be informed at an early stage when difficulties arise. Curricular work in the school, especially S.P.H.E. and Religion, will be used to support the Code of

Behaviour. The pupils will be encouraged to develop their communication skills, appropriate ways of interacting and behaving, and conflict management skills. Specific consideration will be given to children who need extra assistance in these areas. Attention will also be paid to helping children foster their self-esteem, citizenship and accommodation of difference.

All staff is expected to:

- support and implement the school's Code of Behaviour and Anti-Bullying Policies.
- be familiar with and follow the school's "Child Safeguarding Statement".
- create a safe, welcoming environment for each pupil
- recognise and provide for individual talents and differences among pupils
- recognise and affirm good work/effort
- praise desirable behaviour - "Kind hands, kind feet".
- be courteous, consistent and fair
- deal appropriately with misbehaviour
- keep a record of serious misbehaviour or repeated instances of misbehaviour communicate with parents and staff when necessary, always with courtesy and respect
- provide support for colleagues provide reports on matters of concern

Parents / Guardians are expected to:

- nurture in their children a positive attitude towards school and try not to pass on any negative experiences parents may have had themselves while at school.
- ensure their child attends school regularly and punctually in full school uniform
- sign the 'Explanation for Absence' (in accordance with Education Welfare Act 2000,) at the back of your child's homework journal or submit via the Aladdin Connect school app.

- ensure the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency.
- arrange and ensure that a family member/friend is contactable and available to attend the school in the event of an emergency.
- ensure their child attends school clean and with a good level of hygiene; to check their child's head regularly for head lice and treat as necessary.
- ensure their child has a healthy lunch in school every day.
- arrange meetings with the class teacher and/or principal when they are concerned about any issue relating to their child;
- communicate with staff when necessary, always with courtesy and respect and to model good behaviour in their relationship with teachers;
- encourage children to have a sense of respect for themselves, for others, for their own property and that of others;
- be interested in, support and encourage their child's school work and home work
- ensure that their child has the correct books and other materials.
- support your child in the implementation of all school policies and procedures
- cooperate with teachers in instances where their child's behaviour is causing difficulties for others
- follow the school's "Complaints Procedure " if they have a complaint about a staff member.
- communicate to the school problems which may affect a child's behaviour.

## Pupils

Pupils are expected to know and respect the following procedures/policies;

- ❖ School Rules
- ❖ School Procedures
- ❖ Classroom Rules
- ❖ Uniform
- ❖ Mobile Phone Policy

❖ Homework Policy

- ❖ Health/Safety/Hygiene. (Wet Days... Rule while teacher may be out of the classroom etc.)

In the classroom, every child is expected to be attentive and to engage in the learning process. The rights of every child to be educated shall be respected by all.

Pupils are also expected to;

- listen to the class teacher, work hard, do their best and make best use of their time in school
- bring correct materials/books to school
- treat all staff members, themselves and each other with due respect and courtesy; stand back for an adult, to welcome visitors and to show respect to all move quietly through the school and corridors at all times.
- fighting, rough play or any physical force is never allowed or tolerated.
- never use bad language. Inappropriate language, if used towards anyone within the school or while on a school activity, is considered a breach of the code.
- never bring chewing gum, glass bottles, matches, cigarettes, alcohol or drugs to school either on the premises or to a school related activity
- respect the school building and property value our school environment; the playground is a litter-free zone.
- Fruit peels, pencil parings etc. are collected for composting. Waste paper and cardboard are collected for recycling. All other empty carton drink containers and wrapping papers are considered household waste and are taken home.

### School Rules from the pupil's perspective

- I should always follow the instructions of the teachers, and remain in the areas designated at all times, as these instructions are issued for my own safety and well-being.



- I should always walk while in the school building and remain seated when instructed to do so and while eating lunch.
- I should never leave the school grounds without the permission of a teacher.
- I understand that I am expected to take responsibility for my own safety and behave in a sensible manner.
- I am aware that if I need to contact home, I will be allowed to use the school phone, as mobile phones and other internet accessible devices are forbidden (except when specific permission is granted).
- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.
- I should respect myself and my property, always keeping my school bag, books and copies in good order.
- I should show respect for my school and be proud to wear the full school uniform every day.
- I should always bring a sensible, nutritional lunch to school. Crisps, fizzy drinks, or chewing gum are not permitted (See healthy eating policy).
- I should always be in school when the whistle blows at 9.20 a.m.
- I should always show respect for, kindness to, an inclusion of my fellow pupils, teachers and all members of the school community. I know name-calling, vulgar language or spoiling games organised by others will not be tolerated.
- I should never touch others in a way that makes them feel uncomfortable.
- I should not behave in a way likely to cause injury or discomfort to others.
- I should refrain from behaviours that interfere with my own learning and that of others.
- I should be truthful and honest at all times in my interaction with others, and own up promptly if I have misbehaved.
- I should show respect for the property of my fellow pupils, the school building and grounds.
- I understand that other people have different needs, opinions and experiences than me, and I should respect those differences.

- I know that I must respect the legitimate authority of the school and its staff to impose a system of procedures, rules, rewards and sanctions that allow the school to function as a safe learning environment for all.
- “Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing, it is bullying” (Department of Education and Skills definition.)
- Bullying is always unacceptable and incidents of bullying are treated very seriously.
- I should inform a teacher as soon as possible if I witness or experience bullying in school (See Anti-Bullying Policy).

### Behaviour which will be praised and encouraged

- Punctuality
- Working to the best of one's ability
- Consideration for other pupils
- Treating staff and fellow students with respect, good manners and courtesy.
- Behaving well in class
- Helping others both in the classroom and in the yard.
- Self-confidence and initiative.
- Cleanliness, good personal hygiene and clean hair
- Spirit of generosity.
- Keeping the school and classroom rules.
- Willingness to apologise.
- Truthfulness and honesty.

### Incentives / Rewards

Praise is earned by the maintenance of good standards as well as by noteworthy personal achievements. Rate of praise for behaviour should be as high as for work. Some examples 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 word of praise in front of a group or class or whole school
- A visit to another class or to the principal for commendation
- A 'Bualadh Bos'
- Receive an award of Certificate to acknowledge academic, social and behavioural achievements.
- Student of the Week to be displayed on classroom door (Infant Room)

## 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 a supervising teacher at break times. In case of repeated serious misbehaviour or single instances of gross misbehaviour parent/s/guardian/s will be involved at an early stage.

Examples of minor misbehaviour include:-

- Forgetting books, pens etc.
- Not wearing a full uniform.
- Homework not done.
- Disturbing others at work.
- Interrupting class work.
- Unnecessary talking in class.
- Being late for school.



- Non completion of tasks set by teachers, including homework.
- Not responding to teachers when called.
- Inattentiveness.
- Hurtful remarks.
- Not lining up properly/promptly and misbehaviour in line.
- Playing in prohibited areas.
- Eating chewing gum or crisps.
- Taking wrappers/sweet papers etc. to the yard.

Examples of serious misbehaviour include:-

- Repeated acts of "Minor Misbehaviour".
- Constantly disruptive in class.
- Behaviour that is hurtful (including \*bullying\*, harassment, discrimination and victimisation)
- Disturbing others by not moving quietly through the school and corridors.
- Not working to full potential.
- Fighting, kicking, hitting, biting or spitting at other children.
- Leaving the school yard/premises without permission.
- Bringing a mobile phone to school.
- Running, rough play/messing
- Writing on school property. / Deliberate defacing of books or property.
- Telling lies.
- Stealing.
- Entering, leaving or remaining in the classroom at break times, without permission.
- Being disrespectful to teachers or other adults in the school.
- Disobeying teachers' instructions. / Defiance
- Damaging property of others.
- Using unacceptable language.
- Forging parents' signature.
- \*Bullying\*, see Anti-Bullying Policy

Examples of gross misbehaviour include:-

- Repeated acts of "Serious Misbehaviour".
- Leaving school premises without permission during school hours. (9.20a.m. – 3.00 p.m.)
- Seriously disruptive behaviour while at school.
- Serious damage to or theft of property.
- Verbal abuse

While the list seems quite exhaustive, the school authorities reserve the right to include other types of misbehaviour. Pupils and parents will be advised of any amendments made from time to time. The degree of misdemeanours will be judged by the teacher and/or principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours. The school recognises the variety of differences which exist between students. These differences will be taken into account when reprimanding a child. Parents will be informed at an early stage if problems occur and not at the point where a crisis has arisen.

## Sanctions

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

- Helping students to learn that their behaviour is unacceptable
- Helping students recognise the effect of their actions and behaviour on others
- Helping them to take responsibility for their behaviour

A sanction may also:

- Reinforce the boundaries set out in our 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

#### **Level 1: Minor Misbehaviour - Sanctions**

- Verbal reprimand including advice on how to improve.
- Second verbal reprimand and reasoning with the pupil.
- Temporary separation from peers within class
- Note in journal to parents.

#### **Level 2: Continued Minor Misbehaviour- Sanctions**

- Temporary separation from peers within class
- Prescribing extra work (to be signed by parents)

#### **Level 3: More Serious Misbehaviour or Persistent Minor Misbehaviour- Sanctions**

- Loss of privileges e.g. not allowed to attend a school match or outing. Parental co-operation can be of great value here to withdraw some privilege at home; e.g. to ban television for a period, pocket money, etc. to reinforce home-school link.
- Referral to Principal/ Deputy Principal.
- Behaviour Reflective Sheet (to be signed by parents)

#### **Level 4: Persistent Minor Misbehaviour with no evidence of improvement, (Where 3 Behaviour Reflective Sheets have been issued) -**

- Class Teacher communicating with parents/guardians.
- Referral to Principal / Deputy Principal.
- Principal communicating with parents/guardians. Referral to Board of Management.

#### **Level 5: Suspension**

#### **Level 6: Expulsion**

The following list includes other strategies which may be used to show disapproval of unacceptable behaviour. They may be used in any order. This 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 help the student devise strategies for this.

- Loss of privileges.
- Detention during break times
- An account of the misbehaviour to be written, signed and dated by the offender and his/ her parents.
- A Behaviour Reflective Form to be completed by the pupil and discussed with parents and teacher/s.

## 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/guardians will be notified. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents/guardians 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/guardians 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/guardians.

*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.*

## Expulsion

Procedures in respect of expulsion.

A detailed investigation carried out under the direction of the principal. A recommendation to the Board of Management by the principal.

- Consideration by the B.o.M. of the principal's recommendations and the holding of a hearing.
- B.o.M. deliberations and actions following the hearing.
- If B.o.M. is of the opinion that the student will be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion.

- The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. Consultations arranged by the EWO.
- Confirmation of the decision to expel.

## 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 to 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.

## Methods of 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 should be 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 are to be used at all levels within the school:

- Informal parent/teacher meetings and Formal parent/teacher meetings
- Through children's homework journal : sections ("Explanation for absence" and Note to/from Parent/Guardian)
- Letters/notes from school to home and from home to school.
- Arranging an appointment with a teacher and /or principal to discuss issues of concern.
- School website
- Aladdin service

Success Criteria:

- Atmosphere of discipline within the school
- Children are aware of school rules
- Growth in self-discipline
- Co-operation between parents, teachers and pupils in maintaining the code.
- Comments or compliments on behaviour.

- Children working to the best of their ability
- Classes working to the best of their ability
- Improvements in behaviour

### Timetable for Review

The Code of Behaviour will be reviewed informally on an ongoing basis as circumstances and experience dictate. Unless legislative or other changes require it to be reviewed earlier, it will be due for formal review during the school year 2022/23.

### Monitoring and Review

A copy of the Code of Behaviour is sent to parents before enrolment and is available on the school website. Each teacher has been provided with a copy, and copies are available from the school upon request.

The policy was ratified by the Board of Management of Scoil Bhríde on 7<sup>th</sup> October 2020.

Signed:   
Chairperson, Board of Management

## **Code of Behaviour**

### **Appendix B –Covid-19**

In light of Covid-19 a revision of the school's Code of Behaviour has been undertaken due to the potential consequences of some behaviour. These behaviours will be treated in accordance with behaviours of the same level as outlined in the Code of Behaviour of Scoil Bhríde. The Board of Management has put in place a Covid -19 Reopening Plan in an effort to ensure the safety of all of our school community from the risks posed by Covid-19. In this regard, the Board of Management will take action if behaviours arise that would cause a spread of infection.

**The following are some examples of what is regarded as inappropriate behaviour with.**

#### **Minor:**

- Not obeying instructions to wash or sanitise hands.
- Failure to follow good respiratory hygiene etiquette.
- Failure to socially distance when instructed to do so by the teacher  
**(When it is age appropriate to do so)**
- Touching / Taking of others belongings
- Leaving your assigned pod in the classroom, particularly during breaks on wet days.
- Leaving the area of the yard assigned to specific class bubbles without the permission of a member of school staff.

#### **More Serious:**

- Repeated instances of Minor misbehaviours above.
- Teasing of other pupils wearing face coverings in school.

#### **Gross Misconduct:**

- Deliberately spitting, coughing or sneezing at a person which may cause the spread of the virus.