

Code of Behaviour

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

In *St. Patricks National School (Frenchpark)*, 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.

In the context of this policy "staff" refers to the teaching staff of the school and the Special Needs Assistants (SNA). The critical role played by all staff is acknowledged.

This policy also acknowledges the **responsibility of the school principal, Mrs. Olivia Gavigan in ensuring a high level of discipline in the school**. The role of the In-School Management Team (ISM) is also acknowledged. Discipline is viewed as a school wide issue which requires a team effort and a consistent approach from all school staff.

The critical role played by Parents/Guardians in supporting this policy is acknowledged.

This policy should be read in conjunction with the school Anti-Bullying Policy for Staff and Students and the Anti-Cyber Bullying policy.

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
- To create a safe school environment for the children in line with Best Practices and Government guidance on the prevention of the spread of Corona Virus (Covid-19) in the school and wider community
- The school's Code of Behaviour plays a fundamental role in the modelling and shaping of pupil's interpretation of what is and is not acceptable both within the school and outside the school when attending school-related functions.
- The policy aims to support pupils in become successful citizens of the future in a morally based society ready to partake fully in society.

Responsibility of Adults

The school staff aim to develop our students so they are prepared to contribute to the good of society with a strong moral sense of self and with a sense of moral responsibility for themselves and a sense of the value of their contribution to society. At all times the staff of each other will

set a good example by dealing with each other, children, parents/guardians and visitors to the school with kindness, compassion, consistency and in a fair manner. In an essence "treating others as we would like to be treated"

As adults we should aim to:

- Always create a positive climate with achievable expectations.
- Set high standards for all children irrespective of their social or cultural background.
- Acknowledge individual differences whilst fostering a culture of acceptance and kindness, free from discrimination or prejudice.
- Promote positive behaviour, through example, honesty and courtesy.
- Acknowledge our mistakes.
- Always provide a caring and effective learning environment for all children irrespective of his or her academic ability.
- 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 a genuine interest in each child and their academic, social, physical, spiritual and moral development.
- To discourage aggression in all forms namely physical, verbal or sexual.

A Code of Behaviour has the fundamental responsibility or ensuring that the rights of children, school staff and all visitors to the school are upheld.

School Rules

1. We always show respect for ourselves, others and the school staff.
2. We will follow the instructions of school staff on hand hygiene in school, we will stay in our class bubbles and pods, we will allow others their space both in class and on yard.
3. We show respect for our own property and the property of others
4. We will not interfere with the learning of others
5. We ask permission to leave the classroom/school.
6. We wear the appropriate uniform each day.
7. We follow our Healthy Eating Policy.

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 "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 *St. Patrick's National School* is to help children achieve their personal best and thus prepare them for further education, life and work.

Each class teacher has a rewards system in place which places the emphasis of good behaviour. This rewards system is accessible to all students thus allowing each child to gain a strong sense of self-esteem and personal value. Children are encouraged to acknowledge and celebrate the achievements of others.

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

- A quiet word or gesture to show approval
- Gaining a "Gold Star" towards a homework pass.

- The use of Friday "Golden Time"
- Use of class "rockets" to earn a prize from the class prize box.
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A mention to parent, written or verbal communication
- 'Bualadh Bos' in class or special mention at assembly.

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.**

The following lists of samples behaved should not be viewed as exhaustive

Examples of minor misbehaviour include:

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

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Using abusive or inappropriate language towards staff or students.
- Threats or physical hurt to another person
- Damage to property
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.
- Bringing electronic equipment or mobile phones to school
- Non-Compliance with COVID protocols both in the classroom and on the yard.

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Repeated and deliberate non-cooperation with COVID 19 protocols.
- Using grossly abusive or inappropriate language towards staff or students in the presence of other children.
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes
- Consuming drugs, alcohol or tobacco products

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 Anti-Bullying Policy and Anti-Cyber Bullying Policy is available on request.

Sanctions

Sanctions used will be proportionate to the misdemeanour and will be cognisant of the seriousness of the behaviour displayed.

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 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.
- Show that the school takes breaches of the code of behaviour seriously.

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
5. Loss of privileges
6. Detention during break or timeout
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 a 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 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.

Where necessary the school will apply to have extra supports such as SNA access put in place, however, it is the Special Needs Organiser (SENO) who allocates such resources to the school and parents must be aware that there is no guarantee of such resources. Staff will consult with outside agencies for advice on dealing with particular children or behaviours as appropriate.

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/e-mails
- TextaParent service.