

CODE OF BEHAVIOUR POLICY

DANGAN NS (Roll No.175710)

Introductory Statement

This policy was originally ratified by the BoM on 11 March 2010. The policy was reviewed and amended by all teaching and SNA staff at a meeting on 3 September 2012, again as part of Croke Park Hours on 5 February 2014 and also at a staff meeting on the 8th December 2015.

Rationale for formation of policy

The staff of St Brigid's National School (Kilmore NS), Dangan decided to review the previous policy and formulate a new policy because:

- The previous policy was due for review.
- It is a requirement under the Education Welfare Act 2000 Section 23.
- To ensure the policy is in compliance with legal requirements and good practice as set out in "Developing a Code of Behaviour: Guidelines for Schools, NEWB 2008.
- To ensure an orderly climate for learning in the school.

Relationship to characteristic spirit of the school

According to our Mission Statement, our school endeavours to be a place of learning, caring and friendship. To achieve this aim, a high level of respect and co-operation between staff, pupils and parents is required, with all working together in a positive manner to ensure pupils reach their full potential in all areas of their development.

Aims

The school hopes to achieve the following by introducing this policy:

- Promote positive behaviour and self-discipline throughout the school, while at the same time recognising that all children are different and the need to accommodate these differences.
- Allow the school to function in an orderly and harmonious way.

- Enhance the learning environment where children can make progress in all aspects of their development.
- Acknowledge the right of each child to education in a relatively disruption free environment.
- Create an atmosphere of respect, tolerance and consideration of others.
- Ensure the safety and well-being of all members of the school community.
- Assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.
- Ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.
- Each pupil is expected to be well behaved and to show consideration and respect for other children and adults.
- Each pupil is expected to show respect for property within the school and grounds, other children's and their own belongings.
- Each child is expected to attend school on a regular basis and be punctual.
- Each pupil is expected to do his/her best in school and for homework.

As outline in Section 23(4) of the Education Welfare Act, the Principalteacher will provide parents with a copy of this Code of Behaviour prior to registering each pupil. Parents will be required to confirm in writing that they accept the code and will make all reasonable efforts to ensure compliance with the code by the child.

Whole School Approach In Promoting Positive Behaviour

Every effort will be made by all staff to adopt a positive approach to behaviour in our school. Praise, rewards and encouragement will be used to motivate pupils. A high standard of co-operation between all educational partners, staff, pupils, parents and local community is expected. Rules are kept to a minimum and positively stated in terms of how pupils are expected to behave. All staff will aim to maintain a positive atmosphere with realistic expectations. Staff will be fair and consistent in the implementation of this policy.

Each teacher has responsibility for discipline within their own classroom and for all pupils under their supervision while on yard duty. Teachers share a common responsibility for good order within the school premises. The Principal has overall responsibility for discipline within the school. The code of behaviour will be made available to all new members of staff and/or substitute teachers.

The schools SPHE plan is used to support the school's Code of Behaviour. It aims to help pupils develop communication skills, appropriate ways of interacting and behaving, and conflict and resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Children who present with behavioural difficulties as a result of special educational needs will be set behavioural targets within their IEP.

The Board of Management has overall responsibility for the ethos of the school alongside the code of discipline and all other school policies. The Board will formally record the adoption of this code, its commencement date and when it should be reviewed. The Board will also ensure that this code is made available to all members of the school community for ideas, questions, views and contributions before it is adopted. The Board promotes opportunities for staff development in the areas of discipline, classroom management and promoting positive behaviour.

The draft code of behaviour is made available to parents. Their comments, views, questions and contributions are welcomed. As previously outlined, a copy of the code is given to parents/guardians prior to enrolment. Parents will be required to confirm in writing that they accept the Code and will make all reasonable efforts to ensure compliance with the code by the child. Parents are welcome to discuss discipline issues with class teachers by making an appointment by phone or by communicating with teacher using homework journal.

At the beginning of each school year, each classroom develops a set of class rules through class discussion. Awards and sanctions are also agreed upon. All classroom rules are positively stated. Class rules are on display in each classroom. Pupils are reminded of school rules regularly.

Strategies that may be used to promote good behaviour

Classroom

- Circle time
- Pupils understand expected behaviours
- Regular outlining/reinforcement of expected positive behaviour
- Praise in class or sent to other teacher for praise
- Encouragement
- Get caught being good
- Catch someone doing something good/well

- Rewards: pencil packs, party favours
- Good note home
- Star of the week award
- Good work award
- Quiet word or gesture to acknowledge efforts
- Comment in copy
- Delegate some responsibility or privilege
- Mention in school newsletter

Yard

- Rules clearly understood and agreed upon; Enjoy, Be Safe, Respect
- Pupils encouraged to have fun/enjoy yard and ensure others do too
- Pupils and areas requiring closer monitoring are identified from time to time and necessary steps taken to ensure close monitoring
- Yard games are taught throughout the year
- Breaks staggered as necessary during wet weather, grass areas not used
- Large selection of board games available for very wet days when remaining indoors.
- Senior pupils change clothes for playing football during lunch break
- Pupils use toilets in main school building only
- Serious incidents of misbehaviour or injury are entered into the yard book
- Dangerous behaviour on the yard will lead to withdrawal from yard or specific game

School Related Activities

The Code of Behaviour applies in all situations where the pupils remain the responsibility of the school. Pupils are reminded of this before all outings.

Unacceptable Behaviour

Three levels of misbehaviour are recognised; Minor, Serious and Gross. All everyday incidents of minor misbehaviour are dealt with by class teacher. In cases of repeated serious misbehaviours or single instances of gross misbehaviour, parents will become involved at an early stage and are invited to meet the teacher and/or Principal to discuss the behaviour. A written record of serious misbehaviour is kept.

Minor Misbehaviours

- Homework not done without explanation
- Shouting out of turn
- Use of bad language
- Running in classroom/corridor
- Attempts to trip up others
- Littering within school/in school grounds
- Failure to sit correctly in chair
- Defying orders or instructions
- Showing lack of respect to teachers/visitors

Serious Misbehaviour

- Repeated minor misbehaviours
- Continuous interruption of class
- Bullying of any form
- Leaving of school premises without permission
- Taking or damaging property belonging to the school or others
- Deliberately striking someone
- Misbehaviour or disobedience on school outings
- Disrespect shown towards any member of staff or visitor to the school
- Frequent neglect of homework
- Frequent use of bad language in class or on school grounds
- Use of mobile phone

Gross Misbehaviours

- Repeated instances of serious misbehaviour/s
- Aggressive, threatening or violent behaviour toward any staff member, pupil or visitor to the school
- Serious damage to property
- Serious theft

Strategies for dealing with minor misbehaviours

- Reasoning with pupil
- Reprimand and advised on appropriate behaviour
- Temporary separation from peers
- Loss of privileges
- Detention (10 minutes)

- Additional homework or schoolwork
- Referral to principal
- Communication with parents
- Write out class or school rule 10 times
- Write an account of misbehaviour to be signed by parent
- Note in homework journal
- Red Mark (3 red marks result in loss of particular privilege)
- Yellow Card (2 yellow cards leads to a red card, no golden time)
- Class specific targets/reward systems eg Traffic Lights, Behaviour Beads, Racing Track which changes throughout the year

Strategies for dealing with serious misbehaviours

- Red card (loss of privileges)
- Note home to parents
- Detention at break time
- Referral to principal
- Record of misbehaviour entered into incident book
- Principal meets with parents
- Chairperson of Board of Management may be informed

Strategies for dealing with gross misbehaviours

- Parents requested to meet with Principal and Chairperson of Board of Management
- Chairperson/Principal to sanction immediate suspension pending discussion with parents
- Expulsion considered in an extreme case(Rule 130(b))
- Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought also from support services within the community eg Community Care Services provided by the Health Board

Procedure in the case of suspension

The following procedures will be adhered to prior to and during a period of suspension, in order to ensure reasonable and scrupulously impartial management of process:

- A record will be kept in the school of all instances of serious misbehaviour by pupils

- Parents will be invited to meet class teacher, the Principal and/or the Chairperson to discuss serious incidents of misbehaviour
- Communications to parents regarding the suspension of the child or the possibility of suspension will be in writing and copies of all correspondence will be retained
- A written statement of the terms and date of termination of a suspension will be given to parents
- When a period of suspension ends, the pupil will be re-admitted formally to the class by the principal
- Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within suspension period at the discretion of the Chairperson of the Board of Management and the Principal teacher.

Appeals - suspension/expulsion

Under Section 29 of the Education Act (1988) parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including:

- Permanent expulsion from school
- Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year (see Circular 22/02)

Parents have a right of appeal if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parents.

Written Record

Teachers will keep a written record of all instances of serious and gross misbehaviours as well as a record of improvements in the behaviour of disruptive pupils. Parents will become involved at an early stage rather than as a last resort.

Success Criteria

Some practical indicators of the success of this policy will include positive feedback from teachers, parents and pupils and observation of behaviour in classrooms, corridors and yard.

Timetable for Review

This policy will be reviewed and amended, if necessary, at a 2017 staff meeting and thereafter on an annual basis.

Ratification and Communication

This policy was ratified by the Board of Management at a meeting on

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Parents have been made aware of the formulation of this policy and copies are available. Parents of all new pupils will be given a copy of the policy prior to enrolment.

Chairperson

Date

Principal

Date