

# Code of Behaviour **Scoil Náisiúnta na Carraige**

## **Introductory statement**

The existing Code of Behaviour was reviewed and amended in spring 2009. This followed the publication of “Developing a Code of Behaviour: Guidelines for Schools which was published by the NEWB 2008(National Educational Welfare Board). Board of Management, Teachers and parents were involved in the formulation of this Code of Behaviour. This code is reviewed and updated on an annual basis.

## **Aims**

The Code of Behaviour for Carrig N.S. aims at creating an educational environment, in which

- ◆ pupils can develop self-discipline
- ◆ pupils feel secure and enjoy their days at school
- ◆ pupils make progress in all aspects of their development
- ◆ quality teaching and learning can occur.
- ◆ there is an atmosphere of respect, tolerance and consideration for others
- ◆ there is a positive and safe working environment for both staff and pupils.
- ◆ the good behaviour which is fostered in the school will be evident in all aspects of the child’s life both within the school and in the wider community.

## **Principles:**

- (a) The school recognises the variety of differences that exist between children and the need to tolerate these differences.
- (b) It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.
- (c) Every effort will be made to ensure that the system of rules, rewards and sanctions are implemented in a reasonable, fair and consistent manner throughout the school.
- (d) The code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers.
- (e) All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil in order to reduce boredom, lack of interest or lack of progress.
- (f) The code places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results.
- (g) The Code promotes equality for all members of the school community

## **Guidelines for Behaviour in school**

**Safety:** For my own safety and that of others-

- (a) I should be careful, coming in to and going from, the school building
- (b) I should always walk while in the school building.
- (c) When moving in the classroom I should do so, with due care for myself and others.
- (d) I should always show respect for my fellow pupils by not engaging in behaviour that puts another child in danger.
- (e) I must bring a note of explanation following absences.(mandatory-Education Act)
- (f) I should never leave the school grounds without the permission of the Teacher.
- (g) I should play in my designated play area.

## **Caring for myself:**

- (a) I should respect myself and my property, always keeping my school bag, books and copies in good order.
- (b) I should always be in school by 8.50a.m.
- (c) I should show respect for my school and be proud to wear the complete school uniform every day.
- (d) I should always be aware of my personal cleanliness.
- (e) I should always bring a sensible, nutritional lunch to school. Minerals, sweets or chewing gum are not permitted.

(f) I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

### **Caring for others:**

- (a) I should be kind and respectful to staff and fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly entering class.
- (b) I should behave well in class so that my fellow pupils and I can learn.
- (c) I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers, etc. home. I should show respect for the property of my fellow pupils, the school building and grounds.
- (d) Be truthful and honest at all times.

### **Mobile Phones:**

Mobile phones are not necessary in school and must be left turned off during school hours. Hand held electronic games are **not** permitted in the school. Teachers will confiscate the above items if they find children using them during school hours. Confiscated items will be returned directly to parents on their request.

### **Bullying:**

I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable. (cf. Anti-Bullying policy).

### Aim

**Carrig N.S. is a 'bully-free' zone.**

### **Homework**

It is the policy of the school to assign homework on a regular basis. Parents are strongly advised to take an active interest in their child's homework and to sign their Homework Journal each night (ensuring that work is done). cf. Homework Policy.

### **Whole school approach in promoting positive behaviour**

#### **Staff**

In our school, we aim to treat all children with respect and dignity. Our focus is on the promotion and recognition of positive behaviour. We also believe that children learn from example therefore it is important that as a staff we show respect and consideration for our colleagues and the children in our care.

- Behaviour is on the agenda of staff meetings. Input from staff is welcomed on how to improve the code of behaviour. Strategies are constantly monitored and adapted to meet with changing situations and experiences.
- A copy of the code is given to new staff.
- The school's SPHE curriculum is used to support the Code of Behaviour is promoting positive self esteem, developing self confidence and developing communication skills.
- There is continuous communication between staff on a daily basis in regard to children's behaviour. When teachers become aware of issues outside the school which may explain why a child is behaving in an unacceptable fashion this is communicated in a sensitive and confidential way to other teachers.
- Special consideration is given to children who present behavioural difficulties arising from their special education needs. Their class teacher and resource teacher plan strategies to modify and improve their behaviour. All members of staff are made aware of this.

#### **Board of Management**

- Board of Management will review the Code of Behaviour on an annual basis. Necessary changes will be discussed and the Code will be amended accordingly.

- The Board of Management supports the code of behaviour in the school and is informed in the Principal's report at Board meetings of any issues that arise.
- The Board supports the staff in implementing the code of behaviour.
- The Board becomes involved where repeated serious misdemeanours occur, or one very serious offence occurs, which may warrant suspension or expulsion.

## **Parents**

Parental support is essential if Carrig N.S. is to achieve and maintain high standards of behaviour and discipline

- Co-operation between staff and parents is encouraged by having an atmosphere in the school where parents are made feel at ease in coming forward with concerns and opinions and in turn where staff can feel confident of parental support when issues arise.
- At the annual meeting in June for Parents of the incoming Junior Infants, parents are made aware that the Code of Behaviour is published on the school website and are asked to read it in detail.
- In the September newsletter all parents are reminded to view the code of behaviour on the website.
- Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in many ways.
  - Parents are aware of and co-operate with the school's system of rewards and sanctions.
  - Parents ensure their children are at school in time and in full school uniform.
  - Parents attend meetings at the school if requested.
  - Parents help their children with homework and ensure that it is completed.
  - Parents ensure their children have the necessary books and materials for school.
  - Parents inform the school in writing if their child is absent from school.

## **Pupils**

Pupils are involved in drafting rules for their own classroom with their class teacher.

They are involved in assembly, where school rules are explained and re-enforced.

They are given opportunities to think of ways in which they can help, support and encourage each other and avoid conflict and bullying situations. (S.P.H.E and Alive O)

Input is sought from 6<sup>th</sup> class in relation to issues which impact behaviour and safety and they are encouraged to suggest solutions and ways in which things can be improved.

## **Strategies to promote positive behaviour**

### **Classroom**

- "Ground rules"/ behavioural expectations are established in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning
- Pupil input in devising the class rules
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.
- Teachers plan timetables carefully so that the children's day is varied and interesting.

## **Playground (Appendix A)**

The guiding principle is that each child may play in a safe and happy manner and any behaviour which puts children at risk is discouraged. Rules for safe play are explained to the children in September and they are reminded continuously that rules exist for their safety

- A roster for yard duty is made out each September and is displayed in the staffroom. A copy is given to each staff member. Three teachers are on yard duty, one on basketball court, one in the Infant playground and one on the pitch. There are also two S.N.As on the yard (this arrangement may change due to changes in S.N.A. allocation).
- On wet days children stay inside again under the supervision of three teachers and S.N.As. Various activities are organised to keep children busy and minimise temptation to misbehave e.g. board games, jigsaws, toys, D.V.D's and computer work (senior classes).
- Children who become unwell stay in the room adjacent to the staffroom.

## **Strategies for acknowledging good behaviour and dealing with unacceptable behaviour**

### **(a) Praise may be given by means of any one of the following:**

- A quiet word or gesture to show approval
- A comment on a pupil's worksheet or copy.
- A visit to another member of Staff or to the Principal for commendation.
- A word of praise in front of a group or class.
- Delegating some special responsibility or privilege.
- A mention to parent, written or verbal communication.

### **(b) Disapproval of unacceptable behaviour will be dealt with as follows:-**

(The nature of the behaviour will determine the strategy)

- Reasoning with pupils, explaining why behaviour is unacceptable and trying to determine reason for misbehaviour
- Reprimand (including advice on how to improve).
- Prescribing extra work.
- Pupil writes an account of what happened
- Communication with Parents.
- Temporary separation from peers and/or withdrawal of privileges.
- Referral to Principal.
- Note to parents
- Suspension/expulsion (in accordance with Education Welfare Act2000)

### **Procedures:**

The degree of misdemeanours i.e. minor, serious or gross will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours, as follows:

### **Examples of minor misdemeanours:**

Interrupting class work / Arriving late for school / Running in school building / Talking in class / Leaving seat without permission / Placing unfinished food/drink cartons in class bin / Leaving litter around school /

Not wearing correct uniform /Showing disrespect in class or out on the yard/ Being discourteous/unmannerly / Not completing homework without good reason /mobile phones switched on/ Endangering self/fellow pupils in the school yard at break time.

**Examples of steps to be taken by teachers when dealing with minor misdemeanours:**

Verbal reprimand / reasoning with pupil

Noting instances of yard misbehaviour in the yard incident book.

**Examples of steps to be taken when dealing with regular occurrences of minor misdemeanours**

**Phase 1**

The student may be asked to write an account of what happened. This will be signed by parent

Note in homework journal (to be signed by parent)

Temporary separation from peers.

Note to parents concerning further misbehaviour in yard

[Misbehaviour in yard consists of any action that puts the safety of self/other pupil at risk]

**Phase 2:**

- 1) Send to Principal
- 2) Class teacher meets one/both parents
- 3) Principal meets one/both parents concerning behaviour.

**Examples of serious misdemeanours**

Constantly disruptive in class / Telling lies / Stealing / Damaging other pupil's property

Bullying / / Not working to full potential / Using unacceptable language / Bringing weapons to school /

Deliberately injuring a fellow pupil.

**Examples of steps to be taken when dealing with serious misdemeanours:**

- 1) Send to Principal
- 2) Principal sends note in Journal to be signed by parent
- 3) Principal meets with one/both parents
- 4) Chairperson of Board Of Management informed and parents requested to meet with Chairperson and Principal

**Examples of Gross Misdemeanours**

Aggressive, threatening or violent behaviour towards a teacher/pupil.

Smoking/substance abuse

Setting fire to school property

**Examples of steps to be taken when dealing with gross misdemeanours**

- 1) Chairperson/Principal to sanction immediate suspension pending discussion with parents
- 2) Expulsion will be considered in an extreme case.

**Suspension/Expulsion**

Before suspension or expulsion is considered, the normal channels of communication between school and parents will be utilised. Parents concerned will be invited to come to the school to discuss their child's case.

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 of three school days. 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 Local Welfare Education 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.

### **Appeals**

In the event of a suspension or expulsion parents will be informed in writing by the Board of their right to appeal and will be given a copy of Circular 22/02 and related forms

### **Procedures for notification of pupil absences from school**

(See attendance policy)

### **Reference to other Policies**

Other school policies that have a bearing on the code of behaviour

- o SPHE plan
- o Anti-bullying
- o Enrolment
- o Attendance
- o Health & Safety
- o Homework
- o Special Educational Needs

Copies of these policies are available from the school office and can be read on the school website

Ratified by Board of Management on \_\_\_\_\_

Signed \_\_\_\_\_

Chairperson BOM

Reviewed by Board of Management on \_\_\_\_\_

### **Appendix A Yard duty**

- It is important that staff adhere closely to break times i.e. have the children out on the yard promptly for the start of the break and collect them when the bell rings. The children are required to stand in a quiet orderly line while waiting to be collected by their class teacher.
- Children must request permission from the teacher on duty to leave the yard to use the bathroom and must inform the teacher when they return to the yard.
- Any behaviour which puts child/children at risk is not permitted. e.g. rough play, dragging, tackling about the neck, slide tackles in soccer, deliberately hitting someone with a ball, running wildly etc. the teacher on duty will adopt a common sense approach and will halt play that he/she deems unsafe. Instances of misbehaviour, bullying, rough play are recorded in the yard book which is circulated so that all staff are aware and can be vigilant re. repeat behaviour. It is the responsibility of the teacher on yard duty to impose sanctions for misbehaviour on the yard. SNAs will inform the teacher when they notice incidents on the yard.
- It may be necessary to have a yard book for a particular class if their behaviour has been identified as causing problems on the yard on an on-going basis. If that circumstance arises the teacher will have that yard book with him/her when supervising that yard.

If a child receives an injury that requires attention a verbal message is sent to the staffroom requesting assistance. The teacher on yard duty must remain on the yard. Accidents that require medical and are reported to parents are recorded on an accident report form and placed in a folder in the principal's office.

### **RULES FOR SAFETY (circulated to staff and explained to the children)**

- **1<sup>st</sup> / 2<sup>nd</sup> Yard :**  
Remind the children to stay out of the stones and to remain on the tarmac and not go around the corners.  
Remind them to follow rules of basketball.
- **Basketball Court :**  
Please make sure that basketball rules are being played i.e. no physical contact, no double dribble, no travelling. There is no need to be as strict as in a match situation but strict enough so that the ball is not being "hogged" by the stronger players.  
Encourage the children to get used to a system where they have to pass the ball x amount of times before they shoot.
- **Astro –Turf**  
No slide tackling, wrestling or horseplay allowed.  
No wild kicking of the ball. Ball should stay under shoulder height where possible.  
**Only** 1 player must retrieve the ball immediately it goes over the line.

Children are expected to be able to agree on rules and play their own game.  
Children are not allowed to stand about in the middle of the playing area – if not playing soccer they must stay at the sides of the playing area  
No gymnastics.

- **Infant Yard**

Soft Play Area – children must finish eating before going into playground.  
No running in the upper area as this should be reserved for playing with toys.  
No climbing on the wall or fence.

- **General**

6<sup>th</sup> class yard book must be taken out on yard.  
Absolutely no child allowed wear same boots on grass field and Astro- turf i.e. not to walk from grass pitch into the Astro-turf

**N.B. it is important that the teachers are consistent in their approach to the implementation of the rules so that the children are not confused about what is expected.**