

Code of Behaviour **Scoil Náisiúnta na Carraige**

Introductory statement

In Carrig NS we strive to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. We endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils, respect for people and property and to encourage in them the idea of being responsible. Our Code of behaviour is integral to the success of our school. It has been formulated through consultation with Board of Management, staff, parents and pupils and is reviewed 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

Code of Behaviour

The code of Behaviour covers the following areas:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment and behaviour on school outings

Behaviour in class

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards other pupils or towards a teacher (e.g., defiance, cheek, insolence) are unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with that right (e.g., constant disruption of the class persistent distracting of others) is considered unacceptable behaviour.

In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher.

School Rules

- We show respect for self and others
- We show respect for our own property and the property of others
- We show respect for other students and their learning
- We are kind and willing to help others
- We follow instructions from staff immediately
- We walk quietly in the school building
- We show courtesy and good manners
- We try to use respectful ways of resolving difficulties and conflict
- We ask permission to leave the classroom/school.
- We do our best in class
- We take responsibility for your own work
- We wear the appropriate uniform.
- We follow our Healthy Eating Policy.
- We will complete homework to the best of our ability

Behaviour in the Playground

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g., fighting, kicking, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be prohibited.

Any behaviour which interferes with other pupils' play is not permitted. Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher, this includes re-entering the school building.

The Essential out of Class Rules

1. Stay within the boundaries in yard
2. Play safely and fairly. Treat others fairly, the way you would like yourself to be treated
3. Keep yard and school environment litter free and tidy
4. Respect all school property
5. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.

Behaviour in the School Environment & Behaviour on School outings

Respect and courtesy to others is essential.

Any kind of verbal or physical abuse of other pupils is unacceptable.

Use of foul language among pupils is unacceptable.

Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. (cf Anti-bullying policy).

Pupils must show respect for school property at all times.

For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

Pupils are encouraged to be respectful of each other on their way to and from school.

When on school outings pupils are expected to behave in an orderly manner and show respect for public property. They should always co-operate fully with their teachers and special needs assistants.

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.

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.
- Teachers will communicate with parents at an early stage if there are concerned about a pupil's welfare.

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 provide their children with a healthy lunch.
 - 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 monitor their children's online activity at home, ensuring that they are engaging with age-appropriate content.
 - Parents communicate the reason for their child's absence from school on the Aladdin App.
 - Parents inform the school when issues arise in the home environment which may lead to a change in the child's behaviour at school e.g., bereavement, separation, illness in family etc.
 - Parents refrain from commenting negatively about school staff or pupils and their families when children are listening, as such commentary can filter back in to the classroom and cause great upset.

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 Grow in Love)

Input is sought from 6th 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

- "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.
- The rationale for having rules in place is explained clearly and the children are guided to an understanding of the necessity for rules. The aim going forward is that good behaviour is internalised and children are motivated to behave without the need for extrinsic rewards.
- 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.
- A supervision policy is in place to ensure the children are adequately supervised at all times.

Strategies for acknowledging good 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.

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.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

Sanctions

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 (in ways appropriate to their age and development) 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.

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 ten minute timeout on yard away from peers
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/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

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 AUP
- o Health & Safety
- o Homework
- o Special Educational Needs
- o Supervision Policy

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