



Scoil Barra Naofa , Cailíní

Code of Behaviour Policy

Our vision is that of a caring school where all children, of all abilities, race and creeds are cherished equally for their uniqueness. The ethos of our school recognises the importance of a sense of community within the school and the existence of a high level of co-operation among, teachers, Special Needs Assistants, ancillary staff, pupils, parents, the Board of Management and the Parents' Association. As a staff our aim is to create a happy, secure environment for all our pupils, within which there is a sense of good order, effective teaching and an agreed approach to behaviour.

Aims

The aims of the Code of Behaviour of Scoil Barra Naofa Cailíní are:

- To provide clear guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To create an environment for teaching and learning to flourish.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To promote forgiveness and to teach the skills of moving on from conflict.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To encourage cooperation between school and home in the implementation of this policy.

Implementation

Every member of the school community has a role to play in the implementation of the code of behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to each pupil and their needs. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

General Guidelines for Positive Behaviour

- Pupils are expected to treat themselves, adults and fellow pupils with respect and courtesy at all times.
- Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- Pupils are expected to arrive at school well-prepared, well slept and ready for the day ahead.

- Pupils are expected to follow instructions of all teachers, to work to the best of their ability and to participate in school activities.
- Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence. Parents may use the pupil's homework journal to report any absence.

Promoting Positive Behaviour, Incentives/Reward System

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The following strategies may be used to promote positive behaviour.

- A quiet word or gesture to show approval
- A positive comment on a child's exercise book
- A visit to another class or Principal for commendation
- Praise in front of class group
- Individual class merit awards
- Whole class rewards for good behaviour
- Delegating some special responsibility or privilege
- Assembly – reinforcement and acknowledgement of positive behaviour.

Discouraging Misbehaviour, Sanctions

The purpose of sanctions and other strategies is to bring about a change in behaviour by:

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

A sanction may also:

- Reinforce boundaries set out in the code of behaviour.
- Signal to other pupils 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 pupil, or other pupils or adults safe.

Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- A quiet gesture to show disapproval
- Reasoning with pupil
- Verbal reprimand including advice on how to improve behaviour
- Temporary separation from peers within class and/or temporary removal from classroom
- Loss of privileges

- Teacher communicates with parents.
- Referral to Principal.
- Principal communicates with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with the NEWB Guidelines).

Pupils will not be deprived of engagement in a curricular area, except on the grounds of health/safety.

If a parent has a serious complaint about the behaviour of any child towards his/her child, this complaint should be addressed in the first case to the class teacher.

Uniform

Pupils are expected to wear the appropriate uniform and foot wear suitable for playing outside.

The uniform consists of the following:

- Regular school days - blue pinafore, blue shirt, tie, blue cardigan. (Please label these uniform items.) White socks preferably. Navy, black or white tights may be worn. Footwear: Black low- heeled shoes with a strap or laces.
- P.E days – School Tracksuit and white polo shirt or navy skirt. Runners suitable for P.E.

School and Playground Rules

1. We show respect for ourselves and others
2. We show respect for our own property and the property of others
3. We are kind and willing to help each other
4. We follow instructions from staff immediately
5. We walk quietly in the school building
6. We show courtesy and good manners at all times
7. We try to use respectful ways of resolving difficulties and conflict
8. We seek permission to leave the classroom/school
9. We try our best in class
10. We will exit the building in an orderly way
11. We wear the appropriate uniform
12. We follow our Healthy Eating Policy

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

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:

- Not wearing appropriate uniform
- 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:

- Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.
- Serious bullying
- Serious theft
- Serious damage to property
- Carrying drugs, alcohol, cigarettes

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

- 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 takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner. See Scoil Barra Naofa Cailíní Anti-Bullying Policy.

Suspension and Expulsion

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.

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. 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.

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 at school.

A high level of cooperation and communication is seen as an important factor encouraging positive behaviour in the school. Parents are encouraged to talk to teachers about any significant developments in a child's life, past or present, which may affect their behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent-teacher meeting
- Through the children's homework journal.
- Letters/notes from home to school and vice versa
- School website/emails/ text messages

Should a parent have any concerns which need to be discussed with a teacher, all staff members are willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office or a note to the class teacher to arrange a convenient time for both parties.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner without infringing on class contact time.

Children with Special Needs

All children are required to comply with this code of behaviour, however the school recognises and understands that children with special needs may require additional assistance in understanding certain rules. In an effort to help these children the class teacher may put in place a specialised behaviour plan in consultation and cooperation with teachers, parents and SNAs to ensure optimal support is given. Professional advice from psychological assessments will be reviewed and included in the plan. Children in the classroom will be taught strategies to include and assist a pupil with additional needs and to provide peer support. This will be done in a supportive and safe way acknowledging and respecting individual needs and differences.

Reviewed October 2018.

Ratified by Board of Management on _____.

Signed _____ Chairperson, Board of Management