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| ***Policy:*** | St. Seachnall’s National School Code of Behaviour |
| ***Date of Preparation:*** | 2011 |
| ***Policy Number:*** | 3 |
| ***Date Approved by***  ***Board of Management:*** | Reviewed annually by Principal. All changes are ratified at BOM meeting in September. |

**Introductory Statement:**

This policy was formulated as part of the School Development Planning (SDP) process and involved all the staff, Parent Association and Board of Management.

**Rationale:**

St. Seachnall’s NS has updated the school’s behaviour policy because

* It is a priority area identified by staff
* The existing policy is due for review

**Aim:**

* To promote respect for self, others and school property,
* To develop behaviour that enables all children to learn and teachers to teach
* To facilitate a pleasant, safe, orderly and positive atmosphere in the school community.
* To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.

## Four Simple Rules

### Respect

Respect yourself and others too,

Keep books and property as good as new

### Listening

Listen to learn,

Hands up for your turn

### Behaviour

Be polite, work hard each day

So you’ll enjoy both work and play

### Movement

In the line or in the school

Quiet walking is the rule

**Rights and Responsibilities**

**The Board of Management:**

* has a duty of care for the children attending the school;
* is aware of its obligations for all members of the school community under the Safety, Health and Welfare at Work Act (2005);
* should ensure that the school is safe for pupils, teachers and all other members of the school community;
* should ensure that the school has a code of behaviour drawn up in consultation with and known to parents.

**Pupils:**

**Pupils Rights:**

Pupils have the right to expect to:

* be treated fairly, consistently and with respect;
* learn and to be educated in a relatively disruption-free environment;
* be safe from bullying and abuse;
* have their individual differences recognized and catered for;
* be listened to, and to question, at appropriate times;
* make mistakes and to learn from them;
* have positive behaviour affirmed;
* have misbehaviour dealt with appropriately.

**Pupils’ Responsibilities**

Pupils are expected to:

* attend school regularly and punctually;
* work quietly, safely and to the best of their ability at all times;
* listen to their teachers and act on instructions / advice;
* listen to other pupils and await their turn to speak;
* show respect for all members of the school community;
* respect the right of other pupils to learn;
* care for their own property;
* respect all school property and the property of other pupils;
* avoid behaving in any way which would endanger others;
* remain seated at all times, if their teacher is not in the room;
* avoid all nasty remarks, swearing or name-calling;
* include other pupils in games and activities;
* move quietly around the school;
* keep the school clean and tidy;
* bring the correct materials and books to school;
* stay on school premises and within designated areas during school times;
* follow school and class rules.

**Teachers’ Rights**

Teachers have the right to expect to:

* be treated with respect;
* teach in a safe, well-maintained physical environment, relatively free from disruption;
* support and co-operation from colleagues, ancillary staff and parents in order to achieve the school’s aims and objectives;
* appropriate support services to cater for the psychological, emotional and physical needs of the pupils;
* be listened to, and participate in decision-making which affects their own work and that of the school in general;
* an atmosphere that encourages professional development;
* support and professional advice from the Board of Management, Department of Education and Science, National Education Welfare Board, National Council for Special Education and National Educational Psychological Service;
* appeal in accordance with agreed procedures.

**Teachers’ Responsibilities**

Teachers are expected to:

* support and implement the school’s code of behaviour;
* be cognizant of their duty of care;
* create a safe, welcoming environment for each pupil;
* develop and nurture a sense of self-esteem in each pupil;
* praise desirable behaviour;
* facilitate pupils to reach their full academic potential;
* recognize and provide for individual talents and differences among pupils;
* be courteous, consistent and fair;
* keep opportunities for disruptive behaviour to a minimum;
* deal appropriately with misbehaviour;
* keep a record of serious misbehaviour or repeated instances of misbehaviour;
* listen, at appropriate times, to pupils’ explanations for behaviour;
* provide support for colleagues;
* communicate with parents when necessary;
* provide reports on matters of concern.

**Parents’/Guardians’ Rights**

Parents and Guardians have the right to expect to:

* be treated with respect;
* have a safe and welcoming environment for their child;
* obtain recognition of individual differences among pupils, having due regard for available resources
* have fair and consistent procedures applied to the school’s dealings with pupils;
* communicate with teachers on matters of mutual interest or concern;
* have contact at an early stage to discuss difficulties / problems;
* receive progress reports in accordance with agreed school policy;
* receive information on school policies and procedures;
* be consulted in relation to the school’s code of behaviour;
* appeal in accordance with agreed procedures.

**Responsibilities of Parents/Guardians**

Parents/Guardians are expected to:

* encourage children to have respect for themselves, for others, for their own property and that of others;
* ensure that children attend school regularly and punctually;
* be interested in, support and encourage their children’s school work;
* ensure that their children have the correct books and other materials;
* be familiar with the code of behaviour and other school policies;
* support the implementation of these policies;
* co-operate with teachers in instances where their child’s behaviour is causing difficulties for others;
* communicate to the school problems which may affect a child’s behaviour.

**Notification of School of Pupil Absences:**

Parents should provide the school with the reason for their child’s absence in writing whenever an absence occurs. A template for such a note is provided in the centre of each pupil’s School Journal which is in use from Rang 1 upwards. Parents of pupils in Infant classes should provide their own note.

**Implementation of Code of Behaviour:**

The overall aim of the Code of Behaviour is to facilitate a pleasant and positive atmosphere in the school and the emphasis is on creating and maintaining a positive school ethos. Good behaviour, effort and achievement, in academic and non-academic areas, will be commended regularly.

Our rules are few in number, four basic rules focusing on Respect, Listening, Behaviour and Movement, reasonable and fair and are regularly explained, discussed with and taught to pupils by class teachers and Principal, especially at the beginning of the school year. The Principal will visit classes regularly to comment on and commend good behaviour and to be of assistance to staff as they implement the Code of Behaviour.

Each teacher and his/her class are expected to develop a set of Classroom Rules in conformity with the overall code of behaviour with a balance of rewards and sanctions, e.g. star system.

Parents are expected to support the school in implementing its Code of Behaviour and to advise their children to follow the rules.

The Code applies to all students while on the school premises, either during or after the school day. It also applies to pupils on school sanctioned outings such as tours, educational visits, sports’ events etc.

**A Positive Focus:**

Students’ achievements, academic, sporting, behavioural will be recognised by:

* Positive note home re. excellent work/effort/improvement
* Award of merit certificates presented by Principal at assembly
* Extra curricular achievements, sport, chess, quizzes, charity work etc. noted in weekly Note Home
* Examples of work and achievements will be displayed in classrooms and around the school
* Student will be referred to Principal for excellent work/effort/improvement
* Principal will endeavour to visit all classes weekly and commend good behaviour/work by individuals/ groups/class.
* Teachers reward good behaviour/work by e.g. star system, less homework or Obair Bhaile Pass, computer time, etc.
* A Green Card commending pupil for success/achievement in school work, behaviour etc. may be sent home for signature by parents.

#### IN THE CLASSROOM

#### The classroom should be a place of learning for all

1. I will raise my hand to ask a question, to speak during a discussion or to look for help.

2. I will be courteous and use phrases such as "please", "thank you" and "excuse me".

3. I will pay attention, take part in classroom discussions and respect others’ opinions.

4. I will take good care of my books, pens, pencils and all school equipment. I will make sure I have all I need for class and I will respect others belongings.

5. I will knock before entering another classroom.

6. I will leave my classroom at break time and stay outside until I come in with my class.

7. I will stay at my own seat and continue my work if teacher has to leave the room.

8. I will leave my classroom clean, tidy and litter free each evening.

## IN THE YARD

##### Break time should be a time of enjoyment for all

1. I will play fairly and not get involved in fighting, kicking, punching, pulling down other pupils or other forms of rough or dangerous `play'.
2. I will not go into any out-of-bounds areas.
3. I will respect all members of staff, teachers, classroom helpers, caretaker and secretary and follow their instructions.
4. I will treat other pupils with respect and kindness and not take part teasing, name calling or bullying.

I understand that if I do not follow the above rules I will be taken off the yard and put on supervised detention during part or all of break or have to walk with a teacher during break depending on the seriousness of the incident. Incident will be recorded.

1. I will do my best to make sure that there is no bullying in St. Seachnall’s. I understand that if I am bullied or picked on by words or actions I must tell the teacher on duty, my own teacher or the Principal. I will tell my parents also. If I see anyone being bullied I will report it. I will follow the Stay Safe rule on bullying:

**Say No**

**Get Away**

**Tell an adult**

For full details see the school’s policy on Bullying.

1. When I need to re-enter the school building during playtime I understand that I may only do so when given a *Cead Isteach* card by a teacher on duty.
2. I understand that the end of playtime is signalled by the bell and the buzzer. The hand bell is a warning that there are just a couple of minutes of playtime left. When the buzzer sounds I must stop playing and make my way to my class line. I will line up quietly in alphabetical order and remain in the line until brought to class by a teacher.
3. I understand that football or other ball sports may not be played before school opens or at the 11.00 a.m. break.

**Strategies for dealing with unacceptable behaviour:**

The vast majority of pupils are well behaved and mannerly. As a result most breaches of discipline are minor in nature. In the event of more serious breaches of discipline, or continuous poor behaviour, it is necessary to have sanctions to deal with such incidents.

***Steps Procedure:***

Teachers will use the agreed Steps Procedure to deal with breaches of the Code of Behaviour. There is a separate procedure for (i) Infants (ii) Rang 1 – 6.

***Walk with Teacher and Detention:***

For less serious breaches of the Code of Behaviour, especially on yard, a pupil may be required to Walk-with-Teacher for a ten or fifteen minute period. This sanction will be recorded as part of the pupil’s behaviour record.

Pupils may be placed On Detention on reaching Step 6 of the Steps Procedure or for other incidents of misbehaviour on yard or in the school.

Detention is for fifteen minutes. Pupils on Detention write out a Consequences Sheet while on detention and the teacher on duty records details in the pupil’s Journal. Journal to be signed by the pupil’s parent/guardian and checked by teacher the following day. This sanction will be recorded as part of the pupil’s behaviour record.

**Stage Three: Issue of Cards**

**Card System:**

For continued inappropriate behaviour a White Card will be issued which informs parents of their child’s problem behaviour in the school. It will be signed by the child’s parent and returned to the school the next day. A second White Card will be issued to parents if the misbehaviour continues.

Following two White Cards home in a term a meeting may be arranged between the teacher and parents to discuss the child’s behaviour. Efforts will be made to put in place procedures to improve the child’ behaviour. A Yellow Card will be issued for the next offence but a straight Yellow Card can be issued if the offence is serious. A further meeting may then be arranged involving the Principal as well as the teacher and parents. The Chairman of the Board of Management or his nominee may also be involved in such meetings.

If there is still insufficient improvement following two yellow cards a further meeting will be arranged.

In the event of continuous unacceptable behaviour or for single incidents of serious misbehaviour e.g. Vicious and dangerous fighting involving fists, kicking etc.; Aggressive, threatening or violent behaviour towards a member of staff/pupil the Principal may impose a period of suspension. For serious misbehaviour a child need not proceed through the various stages. Immediate action can be taken by the Principal or Board of Management and the Board of Management may require parents to attend a Board meeting to address the issue.

***Parental Contact with School re Behaviour:***

A parent with concerns about behaviour should contact the class teacher in the first instance. For minor issues this can be an informal meeting. Parents may not meet teachers when the teacher should be in class. Instead a formal meeting should be arranged so that cover can be organized for the teacher’s class. If the issue is not resolved at this meeting the matter should be referred to the Principal. The full complaints procedure is that agreed between the Irish National Teachers’ Organization and the Catholic Primary School Managers’ Association. Copies available on request.

**Suspension**

The Board of Management authorizes the Principal to suspend from the school for a period of up to three days, any pupil who is continuously disruptive or who seriously breaches the code of behaviour. Prior to suspension the following will be done

* Investigation of the facts to confirm serious misbehaviour or ongoing unacceptable misbehaviour.
* Parents will be informed by phone or in writing about the incident.
* Parents will be given an opportunity to respond.

If suspension is decided upon

* Principal notifies parent in writing of the decision to suspend. The letter will confirm.
  + The period of the suspension and the dates on which the suspension will begin and end.
  + The reasons for the suspension.
  + The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
  + If misbehaviour continues a second and longer suspension will be imposed in line with the provisions of The Education Act 1998 and Education Welfare Act 2000.
  + The provision for appeal to the Board of Management or Secretary General of the DES, where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
  + Where a pupil is suspended for a cumulative total of six days the National Education Welfare Board will be notified.

***Records and reports.***

Formal written records will be kept of:

* The investigation (including notes of all interviews held)
* The decision-making process.
* The decision and rationale for the decision.
* The duration of the suspension and any conditions attached to the suspension.

***Expulsion.***

Expulsion will be considered in an extreme case in accordance in accordance with The Education Act 1998 and Education Welfare Act 2000.

***Procedures in respect of expulsion.***

* A detailed investigation is carried out under the direction of the Principal.
  + Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
  + Give parents and students the opportunity to respond before a decision is made.
* A recommendation to the BOM by the Principal
* Consideration by the BOM of the principal’s recommendations and the holding of a hearing
* BOM deliberations and actions following the hearing.
* If the BOM is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer (EWO) in writing using a **Notice of Intention to Expel** form, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after the NEWB has received written notification.
* Consultations arranged by the EWO.
* Confirmation of the decision to expel.

***Appeals.***

* A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science ( Education Act 1998 section 29)

**St. Seachnall’s NS**

**Code of Behaviour Steps, Rang 1-6**

* **The Steps apply to Classroom work and behaviour and during times when other teachers are in charge of the class, e.g. Drama, Classroom Lunchtime Supervision.**
* **Existing procedures and sanctions continue to apply for other incidents of misbehaviour.**

*Steps procedure at Rang 1-6 Level works on a weekly basis, i.e. each week all children start with a clean sheet except pupils getting to Step 9, see below. Each pupil’s Step Level will be recorded in his/her Journal.*

1. Pupil is made aware that his/her behaviour is unacceptable. May be given an informal reminder, then one formal warning before being formally placed on Step 1.
2. Pupil’s initials on blackboard
3. Move place temporarily to top, bottom of room or near teacher.
4. Writing Task (Teachers & PO to formulate menu of writing tasks to be retained in Smacht folder for use at this stage, e.g. Transcription from text or other book, creation of lists, e.g. write list of ten European countries, ten capital cities, Five Irish sentences, etc.). Parent to be informed verbally or via note.
5. Move to other classroom or Learning Support Teacher with work
6. Detention and loss of half of Golden Time, parents informed via Journal.
7. Loss of all Golden Time
8. White Card
9. Report to Príomhoide and start at Step 3 following week
10. Yellow Card
11. On Report with sheet signed daily by Class Teacher, Principal and Parent
12. Case Conference to include pupil, parents/guardians, Class Teacher, Principal
13. Suspension

Teachers will take account of individual circumstances in the implementation of the Steps procedure.

**For serious misbehaviour a child need not proceed through the various stages and Walk-with-Teacher, Detention, white or yellow cards or suspension may be imposed for serious incidents of misbehaviour.**

**St. Seachnall’s NS**

**Code of Behaviour Steps, Junior & Senior Infants**

* **The Steps apply to Classroom work and behaviour and during times when other teachers are in charge of the class, e.g. Drama, Classroom Lunchtime Supervision.**
* **Existing procedures and sanctions continue to apply for other incidents of misbehaviour.**

*Steps procedure at Infant Level works on a day by day basis, i.e. each day all children start with a clean sheet.*

1. Two verbal warnings.
2. On third warning pupil’s name is written on board with a sad face.
3. Second sad face and group/individual loses a star
4. Move to top, bottom of room or beside teacher& third sad face
5. Move to Time-out Table & continue doing class work: Parents to be informed of issue

* Five minutes for Junior Infants (Large egg timer to be used to show time)
* Ten minutes for Senior Infants (Large egg timer to be used to show time)
* Then back to step 3 or own table and take away sad face. Teacher explains taking away sad face is a reward for doing well

1. Third sad face given again and pupil goes out of classroom to LS Teacher. Teacher meets parent, formal meeting
2. Report to Principal
3. White Card
4. Placed ‘On Report’. Teacher fills in daily report card on behaviour, attitude etc. monitored by Principal each day.
5. Case Conference
6. Yellow Card, after two white cards
7. Suspension

**For serious misbehaviour a child need not proceed through the various stages and may be referred to the Principal or white or yellow cards or suspension may be imposed for serious incidents of misbehaviour.**

This policy was ratified by the Board of Management on 1st December 2009 and amended on 13th March 2014.

Reviewed annually by Principal. All changes are ratified at BOM meeting in September.