

Scoil Éanna Code of Behaviour

Introductory Statement

This Code of Behaviour has been reviewed and amended by the Staff, Board of Management, the students and parents of Scoil Éanna National School over the school year 2015-2016.

Rationale

The Board of Management of Scoil Éanna decided to review the Behaviour Policy to reflect developments which have taken place since the previous code was developed in 2008/2009, following the publication of national guidelines.

Mission Statement

Our Catholic school ethos offers a safe and secure environment where children learn to be self-confident and have a positive self-esteem. It aims to encourage a sense of personal responsibility and to enable our pupils to develop and enhance the social skills of communication, co-operation and conflict resolution necessary for creating and maintaining supportive relationships both now and in the future. A child's sense of safety and an ability to protect themselves from danger and abuse is of paramount importance. We educate the children to respect the environment and to develop a sense of responsibility for its long-term care. Within a convinced Christian perspective, an appreciation of and respect for the diversity that exists in society and the positive contributions of various cultures, religious and social groups are essential ingredients of our thinking and practice.

Relationship to Characteristic Ethos

Scoil Éanna seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between management, staff, parents and pupils. A clear, shared understanding, among all these partners, of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code reflects the opinions of all members of the school community, including the children, who agreed that standards of behaviour and "rules" were

necessary to “avoid chaos”, to make sure “everyone is treated fairly”, to “give us (children) a better understanding of life” to “maintain order in society” and “to make us feel safe”. Further, “Rules teach us how to behave and how to respect others and their property”.

This code of behaviour describes the school’s expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be –

- To ensure an educational environment that is guided by our mission statement;
- To promote positive behaviour and self-discipline recognising the differences among children and the need to accommodate these differences;
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, tolerance and consideration of others;
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To ensure the safety and well-being of all members of the school community;
- To enable all in the school community understand the procedures that form part of the Code and thus ensure their co-operation in their application;
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school;
- To foster caring attitudes to one another and to the environment and
- To enable teachers to teach without disruption.

Guidelines for Behaviour in the School

The school recognises the differences that exist among children and the need to tolerate these differences. 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. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing this code is respect - respect for ourselves and others and their property.

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and to show consideration for other children and adults;
- Each pupil is expected to show respect for the property of the school, other children’s belongings and their own;
- Each pupil is expected to attend school on a regular basis and to be punctual;
- Each pupil is expected to do his best both in school and for homework.

While the school has expanded on these principles to outline the “School Rules” (Appendix 1), each class is required to draft its own class rules or charter, through consultation and discussion within the class. These will reflect the age and maturity levels of the children. Rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively. The rules will be referred to regularly and will form part of SPHE lessons. The children will record a copy of their individual class rules and these will then be available to their parents. (These specific classroom rules are only applicable to the teacher and class who drafted them. They will be used in addition to the designated school rules.)

Whole School Approach to Promoting Positive Behaviour

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population especially when on yard duty or on any organised out-of-school activity. Senior students have a particular role to play and parents or other members of the school community may make comments or suggestions through the Parents’ Association or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during all school related activities.

It is the policy of this school to actively promote good behaviour. It is more beneficial to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom. Teachers will use various strategies to promote good behaviour including “Class Dojo”, star/reward charts, homework passes, extra play time, weekly lottery etc. The strategies used will be at the discretion of the class teacher. Dalta na Coicíse will be used to promote positive behaviours on a whole school basis. All staff will use “Compliment Slips” to encourage whole class positive behaviours.

To facilitate new members of staff become familiar with practices within the school, discussion regarding the implementation of the code will form part of the first staff meeting each September. A copy of the code will be included in all teachers’ documents. The code will also be available to parents when they enrol a child in the school.

REWARDS AND SANCTIONS

The following strategies will be used by all teachers:

Rewards

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval;
- A comment/sticker in a child’s homework diary or copy;

- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;
- A reward system – student of the week/occasional treats/compliment flower/golden time/homework passes etc.; (this list is not exhaustive)
- Special mention at assembly/ Dalta na Coicíse;
- Delegating some special responsibility or privilege;
- A mention to parents - either written or verbal communication;
- Report to Board of Management
- End of year awards ceremony.

Sanctions

The nature and context of the behaviour and the age of the child will determine the nature of the strategies employed. The following will be used to show disapproval of inappropriate behaviour:

- Reasoning with pupils including advising them about the consequences of their actions/behaviour;
- Visual reprimand or verbal reprimand (including advice on how to improve);
- Time out (age appropriate including advising child about reflecting on their behaviour – another space, thinking step);
- Written exercise e.g. apology letter for offence committed/reflection sheet;
- Uncompleted work to be sent home for completion;
- Referral to another teacher/classroom (maximum stay one hour);
- Communication from teacher to parent e.g. note in journal from class teacher to be signed by parent, telephone call, letter;
- Withdrawal of privileges;
- Meeting with parents/guardians;
- Referral to Principal or the Principal and Chairperson or other delegated member of the Board of Management;
- Suspension;
- Expulsion.

Stages of Referral

Classroom	Playground
Step 1: Verbal or visual warning or reprimand, including advice about how to improve identified behaviour.	Step 1: Verbal reprimand, including advice about how to improve identified behaviour.
Step 2: "Time out" to another area within the classroom – time based on age of child	Step 2: "Time out" in a designated area – time based on age of child
Step 3: Time out in another class with work to complete.	Step 3: Incident recorded on Aladdin. Class teacher informed. Further "Time out" may be used.
Step 4: Loss of privilege for a period of time (next day during break/lunch time). A note may be written in the homework journal to inform the parent of their child's misbehaviour.	Step 4: Loss of privilege for a period of time (next day during break/lunch time). A note may be written in the homework journal to inform the parent of their child's misbehaviour.
Step 5: The class teacher will telephone the parent informing them of their child's continued misbehaviour. Parents may be invited to have a meeting with the class teacher to discuss their child's behaviour	Step 5: The class teacher will telephone the parent informing them of their child's continued misbehaviour. Parents may be invited to have a meeting with the class teacher to discuss their child's behaviour.
Step 6: The Principal will communicate with parents – by telephone or by letter.	Step 6: The Principal will communicate with parents – by telephone or by letter.
Step 7: Parents will be asked to have a meeting with the Principal and the Class Teacher to discuss their child's behaviour	Step 7: Parents will be asked to have a meeting with the Principal and the Class Teacher to discuss their child's behaviour
Step 8: Parents will be asked to have a meeting with the Principal, the Chairperson of the Board of Management and the Class Teacher to discuss their child's behaviour. Suspension may be considered.	Step 8: Parents will be asked to have a meeting with the Principal, the Chairperson of the Board of Management and the Class Teacher to discuss their child's behaviour. Suspension may be considered.
Step 9: The Board of Management will be informed of the persistent misbehaviour. At this stage both suspension and/or expulsion may be considered.	Step 9: The Board of Management will be informed of the persistent misbehaviour. At this stage both suspension and/or expulsion may be considered.

Managing Behaviour

The nature of the behaviour and the age of the child will determine the strategies employed. The following approach will be used to show disapproval of inappropriate behaviour:

Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels. Teachers will actively promote good behaviour and aim to “catch” repeated offenders at activities where they can give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent, it will be necessary to involve others including the Principal, parents/guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS, SESS, HSE or other support agencies.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of some misbehaviour as follows:

Minor Misbehaviour (This list is not exhaustive)

The following are some examples of minor misbehaviour:

Interrupting class work/ Running in the school building/ Littering around the school/ Not completing Homework without good reason (to include a note from a parent/guardian)/ Inappropriate behaviour or gestures/ Name calling/ Minor infringement of the school rules etc.

Regular occurrences of Minor Misbehaviour will be automatically commenced on a higher step on the ladder of referral.

Serious Misbehaviour (This list is not exhaustive)

The following are possible examples of serious misbehaviour:

Constantly disruptive in class/ Telling lies/ Stealing/ Damaging others' property/ Answering back a teacher/ Endangering self or fellow pupils in the class or the yard/ Verbal Abuse/ Deliberate, continual disobedience/ Leaving school premises without permission/ Aggressive, threatening or violent behaviour towards a member of staff or a pupil (e.g. physical violence, striking, nipping, biting, spitting).

All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy. (See separate policy)

Regular occurrences of Serious Misbehaviour will be automatically commenced on a higher step on the ladder of referral.

Gross Misbehaviour (This list is not exhaustive)

The following are examples of gross misbehaviour:

Bringing weapons or dangerous substances to school/ Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate/ Deliberately injuring any member of the school community/ Setting fire to school property/ Deliberately leaving taps (fire hose) etc. turned on/ Aggressive, threatening or violent behaviour towards a member of staff or a pupil where the safety of the person injured is questioned;. Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

An offence of gross misbehaviour will automatically result in suspension.

Suspension

- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed or where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion or where behaviour is deemed to be classified as gross misbehaviour. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained.) The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days. Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.
- When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.

Removal of Suspension (Reinstatement)

Following a period of suspension, before a student is 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 in consultation with the parents, the class teacher and the student (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class. During a period of

suspension, the parents may apply to have the pupil reinstated, subject to these same conditions. Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the chairperson of the board and the principal.

Expulsion

The Board of Management has the authority to expel a student in an extreme case or where repeated incidents of gross misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998).

Misbehaviour on the School Yard

Incidents of yard misbehaviour will be dealt with as outlined above. In cases where children pose a threat to their own safety or to the safety of others school staff will take prudent action to prevent injury to the student himself/herself or to anyone else involved.

Involving Parents/Guardians in Managing Behaviour

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting and demonstrating positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's Homework Journal which parents/guardians are requested to sign each evening. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity. Both Teachers and Parents are obliged to maintain confidentiality with regard to communications about individual children. At no point can a parent or teacher discuss confidential matters in an open forum context. This is a breach of confidentiality between both parties.

Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Class teachers, or teachers who witness misbehaviour while supervising, the Principal and/or the Chairperson of the Board of Management may also attend these meetings. The pupil may also attend all or part of these meetings if deemed appropriate.

Managing aggressive or violent behaviour

The school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. The staff involved will work closely with outside agencies to support behavioural issues and needs.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Keeping records

In line with the school's policy on record keeping, and data protection legislation, records in relation to pupils' behaviour are kept secure in school. Most of these will be on the school's administration package "Aladdin". Copies of all communications with parents/guardians will be retained in the school. Paper records are stored in secure filing cabinets with access limited to the principal and deputy principal. Class teachers shred personal records at the end of each year.

Procedures for notification of pupil absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence.

Success Criteria

This policy will be deemed to be successful when the following are observed:

- *Positive behaviour in class rooms, playground and school environment*
- *Practices and procedures listed in this policy being consistently implemented by teachers*
- *Positive feedback from teachers, parents and pupils.*

This policy was adopted and ratified by the Board of Management at its meeting on 26/09/2016.

Signed: _____
Chairperson of Board of Management

Date: _____

Date of next review: September 2018

Appendix 1

Classroom Rules

- 1. Follow Instruction Straight away**
 - Prompt attention - listen at all times
 - No comments about instructions, just follow them immediately
 - Instructions should only have to be given once
- 2. Complete work in set time and do it well**
 - Class work to be done to the best of your ability
 - Neat and tidy work – margins, layout, standard of writing
 - No copying
 - Clean copy
 - Work to be carried out without delay
 - All homework to be attempted
 - Homework to be written down in school homework diary
 - Homework checked and diary signed
 - Parental explanation must be given why work is not completed
 - Take pride in work
 - Your work will be acknowledged
- 3. Pay attention and work quietly allowing others to work uninterrupted**
 - Speak quietly during all non-silent activities including lunch time if classes have to remain indoors due to bad weather
 - Allow pupils to work, no invading others' space
 - Listen silently when teacher/ another pupil speaks
 - Focus on the teacher/task
 - Don't allow yourself to be distracted
 - Be silent if teacher is speaking to another teacher/visitor
 - Ask teacher for help if required
- 4. Have all necessary equipment**
 - Textbooks and copies named
 - Full uniform to be worn (except for P.E. & school matches – PE gear)
 - Have no need to borrow
 - Leave all toys at home – unless asked to bring to school
- 5. Raise your hand, wait and then speak quietly.**
- 6. Use only acceptable language; back chat is not allowed**
 - Think before you speak
 - Speak politely to adults/children
 - Do not interrupt
 - Say please/ thank you
 - Look at the person you are speaking to
 - Knock, enter, address the teacher
 - Only answer if asked, and for yourself
- 7. Stay in your place and keep it tidy**
 - Remain in your place, even when work is finished
 - Pick up litter, don't litter
 - Keep bags under seat or table – health and safety
 - Clean up after lunch, always eat food in your classroom
 - Walk straight to seat on entering classroom

- No writing or defacing furniture or other people's property
- Ask permission to leave the room. Please raise hand and wait for your teacher to respond to you.

School Rules

- 1. Do as you are told by all staff straight away**
 - Staff = teachers, support staff and visiting tutors
 - Rules apply on school premises and at other facilities used by school
- 2. Keep unhelpful hands, feet, objects and comments to yourself. Let people around you feel comfortable. Play safe.**
 - No Bullying physical/verbal
 - Negative name calling, teasing or put-downs are not acceptable
 - Be mindful of others' personal space
 - Always include others in games
 - Always care for the younger pupil
 - Always play safe games
- 3. Be in the right place on time**
 - Line up in a straight line in the yard in the mornings and after each break after the bell rings; never leave the line unless permission has been granted.
- 4. Walk quietly in and around the building**
 - No running, i.e. walk at all times on corridors, going up and down steps
 - Hold railings going up and down steps
 - Stay in sight of teacher
 - Knock when entering classroom
- 5. Always be truthful and honest**
 - When asked a question or giving an explanation always be honest and truthful in your reply.
- 6. Never leave the school grounds without permission. Pupils must always be accompanied by a responsible adult.**
- 7. Put all litter in the bins; respect property**
 - Never throw rubbish on the ground, always put it in the correct bin whether it be refuse or recycling.
- 8. Always eat food in the building, never take food on to the playground**
 - Always eat food in the classrooms. It should never be eaten on the corridors or in the playground.
- 9. Mobile phones are not permitted to be on at school.**
 - In the interest of the safety of the staff and pupils mobiles are not permitted to be on at school. This is because of child protection issues. Pupils and parents will always have access to the school telephone.
- 10. Always be neat and presentable**
 - Wear a full school uniform
 - On designated P.E. days and activities the school tracksuit must be worn
 - Black shoes must be worn except when runners are to be worn for sporting activities
 - Stud earrings only may be worn
 - Hair style must be neat and not highlighted or dyed or cut too short (Number 1)