

## **CODE OF BEHAVIOUR**

### **How our code was developed:**

The Code of Behaviour was reviewed in consultation with BOM, parent body, students, teachers and the special needs assistants of the school. A planning day was held on the 21<sup>st</sup> May 2010 to focus on elements of the code teachers, special needs assistants and parents identified as priority for review.

A review of the code was undertaken with teachers on the 26<sup>th</sup> April 2016. The Principal reviewed the code with SNAs on the 28<sup>th</sup> April 2016 and representatives' of the parent body on the 16<sup>th</sup> May 2016.

In St. Molaga's N.S. we endeavour.....

- To ensure a sound moral and religious development in the children.
- To enable each child to live a full life as a child, to develop to their full potential through the provision of a constructive learning environment and the delivery of a broad curriculum and to enable them to obtain skills and interests to enhance their leisure time outside school.
- To equip each child to avail himself or herself of further education so that he or she may go on to lead a full life as an adult in society.

In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment.

The school recognises the variety of differences that exist between children and the need to accommodate 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, pupils and parents.

All school activities, school tours/excursions and any extra-curricular activity outside of school time organised by the school and approved by the BOM is subject to the code of behaviour.

### **The aims of the Code of Behaviour of St. Molaga's N.S. are:**

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- 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 facilitate the education and development of every child.

- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach effectively without disruption.

## **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 the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers and ancillary staff.

Parental understanding and support for the code will be facilitated through the introductory meeting for parents/guardians of new entrants. This will deal specifically with the code, school standards, expectations for pupils and the role of parents in helping their children in meeting the standards. The code of behaviour will be published on the school website and in the Student Homework Journal. Parents/guardians are required to read and sign the Code of Behaviour with their child at the beginning of the school year.

## **Teaching the code and building student competence**

Teachers and parents will avail of opportunities to teach the skills and knowledge pupils need in order to behave well.

Classroom rules will be reviewed and agreed by each class at the beginning of the school year. School and classroom expectations will be explained and taught.

S.P.H.E. lessons will focus on good manners, courtesy and behaviour during September and October.

New entrants will be supported during their transition to St. Molaga's N.S. to become familiar with the code of behaviour, classroom and yard expectations.

## **School Rules**

The rules are being kept to a minimum and are positively stated in terms of what pupils should do.

### **Classroom & Whole School Expectations**

#### **Respect yourself, respect each other and respect the environment.**

- 1- Work hard, participate and do your best.
- 2- When one person talks, everybody else listens.
- 3- Cuirimid ár láimhe suas-We put our hands up.

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Molaga's S.N.S. school has adopted an **Anti-bullying Policy** within the framework of the school's overall code of behaviour. The policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

**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.**

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of the anti-bullying policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's **Anti-Bullying Policy**.

Pupils must attend school regularly and punctually in accordance with the school's **Attendance Policy**.

Pupils who have full attendance each year will be presented with a certificate of attendance at the end of the school year.

Reasons for pupils' absences must be communicated by parents/guardians to the school. If a child is absent, when the child returns to school s/he should give/send a written note to the class teacher, which contains the child's name, the dates of absence and the reason for the absence. The parents may also phone the school to inform them of the child's absence. Reasons for absences are recorded and reasons for absences not notified to the school are recorded as unexplained absence.

Schools are required to submit Student Absence Reports to the Educational Welfare Services, Child and Family Agency, four times each year on those students with serious attendance issues that have been identified during the current academic year i.e. students falling within the following criteria:

- a student has been absent from school for a cumulative total of twenty days or more
- a student's name is to be removed from the school register for any reason
- a student has been suspended for a cumulative total of six or more days
- the school has expelled a student
- a principal is concerned about a student's attendance

### **Affirming Positive Behaviour**

Positive reinforcement of good behaviour leads to better self-discipline.

We, in St. Molaga's N.S. place greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results.

### **Awards/Rewards**

Misbehaviour in the yard is recorded in the Yard Book. A draw is held at the end of each month for those children in each class whose names are not in the Yard Book.

In addition, the class with the least names in the Yard Book also receives a prize at the end of the year.

### **Discouraging Misbehaviour**

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

The following strategies may be used to show disapproval of unacceptable behaviour.

- Reasoning with the pupil
- Reprimand (including advice on how to improve)
- Temporary separation from peers, friends or other
- Loss of privileges. This includes trips, educational excursions and participation in school teams.

- Prescribing additional work
- Referral to Principal
- Communication with parents
- 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).

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

### **Suspension/Expulsion**

For gross misbehaviour or repeated instances of serious misbehaviour suspension will be considered.

Aggressive, threatening or violent behaviour towards a member of staff or pupil will be regarded as serious or gross misbehaviour, depending on circumstances.

The decision to suspend a pupil requires that

- The pupil's behaviour has had a serious detrimental effect on the education of other pupils
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property

Where there are repeated instances of serious misbehaviour or an incident of gross 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/or 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 have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 130 (5) of 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 Rules for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the National Educational Welfare Officer in writing in accordance with Section 21(4)(a) of the Education Welfare Act 2000.

### **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.

### **Board of Management's Responsibilities**

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

### **Principal's Responsibilities**

**The overall responsibility for discipline within the school rests with the principal.**

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

### **Teachers' Responsibilities**

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise 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 instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the Principal for serious breaches of discipline and for repeated incidents of minor misbehaviour.

All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This should help to reduce boredom, lack of interest or lack of progress.

### **Ancillary Staff Responsibilities**

- Support and implement the school's code of behaviour.

- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Provide support for colleagues.

#### **Pupils' Responsibilities**

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

#### **Parents/Guardians' Responsibilities**

- Encourage children to have a sense of respect for themselves, others and for property.
- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour, other school policies and support its implementation.
- Parents will be informed by the Principal or class teacher of repeated breaches of the code of behaviour. Parental involvement and support is requested in dealing with behavioural issues.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems, which may affect child's progress/behaviour.

#### **Review:**

The code of conduct is reviewed on an ongoing basis through recording and monitoring of behaviour in the classroom and school environment.

- Class records
- Yard book
- Communication with parents
- Referral to Principal

**Ratified by Board of Management on 01/06/2016**

**Date**

**Signed : *Noelle Dowling***

**Chairperson, Board of Management**