



Code of Behaviour for St. Patrick's National School, Bruskey

How the code was formulated

This code was reviewed by the staff of St. Patrick's N.S. in consultation with Board of Management and Parents Association and drawn up in accordance with National Education Welfare Board (NEWB) guidelines.

Vision/Mission Statement

The Code of Behaviour helps the school community to promote the school ethos and mission statement in which it states that each child will be helped to reach their full potential *'in a well-ordered, caring, happy and secure atmosphere, where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed'*.

Basic Principles underpinning an effective code

One of the basic principles underpinning an effective code is to provide clarity; to that end we have listed below the expectations of all members of the school community and how they should treat each other.

In St. Patrick's N.S. Bruskey, we expect parents to:

- Treat all school staff and other children with respect, courtesy and polite language
- Ensure children come to school each day on time –
(Junior & Senior Infants : 9.20 am – 2.00 pm)
(1st – 6th Class: 9.20 am – 3.00 pm)
- Provide a healthy lunch daily for their children (see Healthy Lunch Policy)
- Label all property and clothing clearly
- Help children with their homework and sign their homework journal daily
- Co-operate with school staff and attend meetings when requested
- Make an appointment, through the secretary, if they wish to meet with a teacher to discuss any concerns or problems they may have
- If you can't make a meeting, please inform school

We expect staff to:

- Treat children, parents and other staff members with respect, courtesy and polite language
- Be punctual
- Be prepared for class
- Be cognitive of the various needs and ability levels of all children in their class and adapt their teaching accordingly
- Co-operate with each other and work as part of a team
- Be fair and consistent
- Be aware of their duty of care to all children, at all times

We expect children to:

- Treat all staff, visitors and other children with respect, courtesy and polite language
- Be kind to each other
- Be honest in their dealings with others
- Treat school property and other children's property with respect
- Listen carefully in class and do their best work
- Complete homework and present it on time
- Maintain a high standard of behaviour while on the school premises and while engaging in any school-related activity
- Respect the right of other pupils to learn
- Follow school and class rules

Note:

Behaviour will be subject to the school's Code of Behaviour anywhere on the school premises and on any out-of-school activity where the child/children are representing the school (e.g. sport events, cultural events, school tours, etc)

Promoting a positive school climate:

- Through the SPHE curriculum, we will teach the skills the children will need to live up to the school expectations, e.g. co-operating with each other, listening to each other, showing respect, taking turns, using please and thank you, etc.
- Staff have a common understanding of expectations and a common approach to sanctioning. Through daily contact with the children, teachers and staff will promote an atmosphere of mutual respect.

Ways in which teachers can promote good behaviour:

- Teachers regularly praise good behaviour in a consistent manner
- Involve children in forming class rules
- Reward systems in all classes (e.g. rewards will reflect interests and needs of the child)
- Good note to parents in homework journal/Happygram
- Teachers model good behaviour

- Giving children responsibility in the school
- A written comment on pupils' work
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.
- Golden Time
- Reward for attendance – Gold & Silver Certificates

Ways in which parents/guardians can promote good behaviour:

- Try to nurture a positive attitude towards school and all those involved in it
- Try not to pass on any negative experiences which parents themselves may have had to school
- Model good behaviour in your relationship with teachers
- Support the work being done in school in teaching the Code of Behaviour
- Parents can co-operate with the school by encouraging their children to abide by the school rules and behave in an acceptable manner

Purpose and content of school rules:

Each child coming to school has a right to expect an environment where he/she can learn and play in safety. The following rules set out to ensure this:

- Bullying of any kind will not be tolerated
- Swearing and the use of bad language is forbidden
- Pupils are not allowed to leave the school grounds between 9.20 a.m. and 3.00 p.m. (2.00 p.m. for Infants), without the written permission of parents/guardians.
- In the interest of safety, children must walk to and from their bus/car
- Pupils are not allowed to climb or walk on walls
- Playing with sticks in the yard is forbidden, as is the throwing of stones
- Classrooms are out of bounds during break-times
- Pupils must line up in their classes at their proper place in the yard when they hear the bell ring at the end of each break
- Mock fighting is forbidden
- Pupils should never retaliate but should report the incident to the teacher on duty
- Walk quietly inside the school building at all times
- Footballs must be carried while inside the school and in line
- If at any time a pupil is found to have an item that could be considered dangerous to him/herself or to others, it will be taken from them
- Children are asked not to bring sweets, bars, biscuits, fizzy drinks or crisps for lunch, in line with our healthy eating policy
- Chewing gum is forbidden
- Children are encouraged to bring drinks in re-usable plastic bottles (NO glass bottles allowed)
- Because children are allowed time to eat their lunch in the classroom before going outside, food must not be brought into the school yard
- Mobile phones are not allowed

Arrangements for wet days:

Children may have to remain inside during inclement weather, supervised by the teacher on duty.

How staff, parents and students can help each other to meet the standards expected in the school:

- Staff will teach the code as part of their SPHE lessons
- The school/class rules will be displayed in the school
- Assembly will be used to remind pupils of certain rules and/or standards of behaviour
- School staff will model good behaviour
- Parents will accept the code, discuss it with their children and model good behaviour at home
- Students can encourage each other to adhere to the rules, in the interest of all children

UNACCEPTABLE BEHAVIOUR & SANCTIONS

Some examples of Minor misbehaviour:

- Not living up to the expected standards of behaviour as outlined in this code
- Breaking any of the school rules
- Disobedience:
 - Not carrying out instructions from the teacher
 - Not getting on with work set by the teacher
 - Not following class rules
- Disrupting class:
 - Shouting out, throwing objects (e.g. paper, rubbers, etc.)
 - Swinging on chairs, interrupting the teacher, wandering around the classroom, fidgeting and inattention, sulking, misbehaviour in teacher's absence
- Damaging school or other children's property:
 - marking tables with pencils, pens,
 - marking other children's books, library books
 - tearing books
- Pushing, leaving children out of play, leaving designated play areas
- Returning to classroom during break times without permission
- Not completing homework (without a note of explanation)
- Inappropriate play (play fighting)

(This is NOT an exhaustive list)

Continuous minor misbehaviour automatically becomes serious misbehaviour.

Some examples of Serious Misbehaviour

- Bullying (see school's anti-bullying policy)
- Kicking, fighting, spitting, biting, head-butting, pinching
- Throwing objects (objects that could cause harm)
- Abusive language
- Damaging school/other children's property e.g. defacing walls, desks, tables with permanent markers, deliberately breaking windows, destroying other children's work/property
- Stealing school/staff or other children's property, books etc
- Leaving school grounds without permission or leaving school groups on excursions
- Deliberate disobedience
- Being insolent/ giving cheek
- Telling lies

(This is NOT an exhaustive list)

Note:

Any behaviour which has implications for child protection will be dealt with as laid out in our Child Protection Policy. Behaviour involving serious assault and/or illegal substances will be referred to An Garda Siochana.

Sanctions:

When choosing a sanction the teacher will be aware of the following:-

Sanctions should:

- Defuse and not escalate a situation
- Preserve the dignity of all parties
- Be applied in a fair and consistent way
- Be timely
- Be proportionate to the nature and seriousness of the behaviour
- Be appropriate to the age and development stage of the child and take account of the cultural background of the child

The purpose of sanctions:

The purpose of a sanction is to bring about a change in behaviour by:

- Helping pupils to realise why their behaviour is unacceptable
- Helping them to recognise the effect of their actions and behaviours on others
- Helping pupils (in an age appropriate way) 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

Sanctions may also:

- Reinforce the boundaries set out in this code
- Show disapproval of inappropriate actions/behaviours
- Signal to other pupils and staff that their well-being is being protected

In instances of more serious breaches of the Code of Behaviour, sanctions may be needed to:

- Prevent serious disruption to teaching and learning
- Keep the pupil, other pupils and/or staff safe

Appropriate Sanctions:

For Minor misbehaviours:

- Reasoning with the child
- Reprimand (including advice on consequence of continuing, and how to improve)
- Temporary separation from peers (within classroom)
- Temporary loss of responsibility (class jobs, golden time, etc.)
- Consequential additional work or Behaviour Sheet (signed by parent)
- Communication with parents (note in journal, phone call, meeting)
- Communication with Principal

* *These sanctions may not always be applied in this order.*

For Serious misbehaviours:

As above plus:

- Temporary separation from peers to another classroom
- Detention at break-times and given a task, e.g. letter of apology, 'thinking about behaviour' sheet - (see appendix for sample behaviour sheets)
- Referral to Principal
- For serious incidents, where the safety of other pupils/staff is at risk, parents may be contacted by phone and asked to collect the child
- Meeting with parents, class teacher and/or principal by appointment to discuss misbehaviour and draw up behaviour plan
- Suspension
- Expulsion

Procedures in respect of Suspension (as per page 77 of the (NEWB) Guidelines)

The Board of Management has the authority to suspend and/or expel. They have, however, delegated this authority to the principal, for periods of up to three days. Investigation of the facts to confirm serious misbehaviour

- Parents will be informed by phone or in writing about the incident
- Parents will be given an opportunity to respond

If suspension is still decided upon

- Principal notifies parent in writing of the decision to suspend. The letter shall confirm: -
 - The period of the suspension and the dates on which the suspension will begin and end.
 - The reason for the suspension
 - Any study programme to be followed
 - The arrangements for returning to school, including any commitments to be entered into by the student and the parents
 - The provision for appeal to the Board of Management or Secretary General of the Dept. of Education & Science (only where the total number of days for which the student has been suspended in the current school year reaches 20 days)
 - Where the cumulative total of days reached 6, the NEWB 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 (As per page 82 of the NEWB Guidelines)

Procedures in respect of expulsion

- A detailed investigation 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 Board of Management by the Principal (see page 84 NEWB Guidelines)

- Consideration by the Board of Management of the principal's recommendations and the holding of a hearing (see page 84 NEWB Guidelines)
- Board of Management deliberations and actions following the hearing (see page 85 NEWB Guidelines)
- If Board of Management is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, 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 NEWB have received written notification. The NEWB should be notified using a Notice of Intention to Expel Form which is available on www.schoolreturn.ie. This form should be completed and sent to School Return Section, NEWB, 16-22 Green Street, Dublin 7.
- 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 Dept. of Education & Science (Education Act 1998, Section 29)

Procedures for notifying the school about reasons for absence from school

Under the Education Welfare Act 2000, Section 23(2E) & Section 18, parents must send in a written note explaining why the child was absent, on the day the pupil returns to school following the absence. Schools need to know why the pupil was absent as they are required to fill this information in on the National Education Welfare Board's (NEWB) attendance form. If a note is not received, the school must record this as an unexplained absence on the NEWB returns.

Procedures for raising concerns or bringing a complaint about a behaviour matter

Parents/Guardians should follow the agreed procedures if they have a concern about anything to do with their child. The first step is to make an appointment, through the school secretary, to meet with the class teacher, at a mutually convenient time.

See Appendix 1 for Parent Complaints Procedure.

Review

This Code of Behaviour will be reviewed in 2023, or earlier if it is deemed necessary.

Ratification & Communication

Ratified by the Board of Management, a copy of this plan is on file in the office for parental viewing.

Signed: Rosemary Murphy.
Chairperson
Board of Management

Colette H^c Breen.
Principal

Date: 30/01/2020