

## Carriglea National School

### **Code of Behaviour**

The school has a central role in children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledged the right of each child to education in a relatively disruption free environment.

In Carriglea NS we like to emphasise the positive and at all times we would stress that it is the undesirable behaviour and not the child that is being corrected.

### **Ethos**

The ethos for Carriglea NS is that pupils leaving our school will be happy, confident, hopeful and responsible individuals with a good standard of education and a desire for further learning. We hope also that they will be able to function well as individuals and as group members with a respect for themselves, others and their environment.

### **School Motto**

Our school motto is as follows:

I will behave in such a way that I will be proud of myself and others will be proud of me too. I came to school to learn and I will learn. I will have a good day.

## **Aims of the code**

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights 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 without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy.

## **Principles of behaviour policy**

If the school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively undistruptive environment. The school code places a greater emphasis on rewards than on sanctions, and the ideal is that pupils will acquire self-discipline. There are times however when it may be necessary to impose sanctions in the interest of maintaining good order and to discourage unacceptable behaviour. Good behaviour will be praised and rewarded. Unacceptable behaviour will not be tolerated.

## **Manners and Respect**

Great emphasis is placed on good manners and respect in the school as we feel that these are vital for the social development of the child.

The children are taught to behave courteously and respectfully towards one another, their teachers and all visitors to the school.

Pupils are expected to answer politely at all times when spoken to. Pupils say "please" and "thank you" as appropriate. Behaviour Awards are issued to pupils that display positive behaviour towards others in school.

Pupils carry in and out teachers' bags, books, etc. doctor's case, sports coach's equipment etc.

### **Guidelines for behaviour in the school**

Behaviour has been subdivided into these main areas:

- General school behaviour
- Classroom/corridor behaviour
- Playground behaviour
- Out of school trips/swimming, school tours etc.

### **General School Behaviour**

- Bullying or being a party to bullying will not be tolerated under any circumstances. See Carriglea NS Bullying Policy.
- Children should be in school on time. The school day is from 9.00 to 1.40 for infants and 2.40 for all other classes.
- No child should leave the school without permission. Children who leave early for dental appointments etc. should be collected in the classroom by parents.
- Following all absences the parent should sign the appropriate note in the homework journal. Absences of more than 20 days will be reported to The Welfare Board.
- Full school uniform is to be worn every day, except given specific instructions by teacher.
- The instructions of all staff are to be obeyed at all times.
- School property is to be respected and any deliberate damage to same must be paid for.
- Children in Carriglea NS are to be truthful and honest.
- All children are to help keep the school clean and litter free.
- Children are to enter and exit the school in an orderly fashion.
- Any type of threatening behaviour is unacceptable.

## **Positive strategies for managing behaviour**

### **Corridor rules:**

1. I will always walk quietly, never run.
2. I will let adults pass.
3. I will not push or shove in the line.

### **Classroom rules:**

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. The following are the sanctions, which may be used to show disapproval and to discourage unacceptable behaviour. Any of the following may be used in any order depending on the behaviour.

1. Gesture warning – look, whisper.
2. Verbal warning.
3. Time out – time out chair/table in class.
4. Note in homework journal.
5. Loss of privileges.
6. Extra written work – reflection on their misbehaviour and its consequences.
7. Principal informed – principal speaks to class regarding what is good behaviour.
8. Principal informed – children are spoken to individually.
9. Principal informed – parents/guardians are requested to attend meeting.

These rules will be devised with health and safety and welfare of all members of the school community. Rules will be applied in a fair and consistent manner with due regard to the age of the pupils and to individual difference. Where difficulty arises, parents will be contacted at an early stage.

### **Wet Day Arrangements:**

Pupils remain in their classroom with an activity. Teacher on duty patrols each classroom.

### **Yard rules:**

Supervision is provided in the playground and all staff that is acting in a supervisory role is to be respected and obeyed. Any rough play or games with the potential to hurt another child are not permitted. We operate a red/yellow card discipline system in the yard for pupils who display misbehaviour. A red card immediately leads to 3 day removal from the yard. A behaviour reflection form will need to be filled in.

A yellow card is a warning and a red card means the pupil will receive a sanction see Yard Supervision Policy. In our school S.N.A's (Special Needs Assistant) will intervene in the event of any misbehaviour and refer the matter immediately to the teacher on duty. Pupils are expected to show respect to other pupils on the yard at all times. Pupils are also expected to stand in their class lines quietly when the bell rings. No messing is allowed. All pupils must walk into their classroom quietly. Accidents on the yard are recorded in the yard incident book and parents will be contacted immediately if the accident is of a serious nature or the child needs medical treatment.

### **Out of school Trips/Tours, Swimming etc:**

It must be noted that when taking children on trips the same standards of behaviour that apply in school apply when out of school.

- The teacher/supervisor/guide/bus driver must be obeyed at all times.
- When travelling on buses or in cars children must be seated and be belted at all times.
- Rules of swimming pools and safety points are to be followed.

Pupils who misbehave frequently may not be allowed to participate in school outings for their own safety and that of other pupils.

### **Incentives**

Part of the vision of Carriglea NS is to help children achieve their personal best – academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals are in operation. We operate a whole school positive behaviour approach Reach for the sky .Award recipients will receive a certificate and an award at each half term. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for school work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of Staff or to the Principal for commendation

- A word of praise in front of a group or class
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication.

**Sanctions:** any of the following may be used in any order, depending on the behaviour.

1. Gesture warning – look/whisper
2. Verbal warning including advice on how to improve
3. Temporary separation from peers.
4. Class teacher is informed
5. Child's name is entered into Yard notebook
6. Child is reported to the Principal and the Principal cautions child
7. Withdrawal of privileges or extra work given
8. **Involving Parents:** Child's parent(s) are contacted by the Class teacher/Principal and behaviour is discussed in a spirit of co-operation to actively work together to improve the child's behaviour.

See Code of Discipline

**Note:** Although incidents of misbehaviour are recorded, the emphasis is on encouraging children to behave well and praise is given for commendable behaviour. Parents will be informed at an early stage if problems occur and not simply at the point where a crisis has risen.

**In Managing Aggressive and Violent behaviour such as**

- **Inappropriate behaviour**
- **Use of a weapon**
- **Serious bullying**
- **Harm to self or others**

**These will not be accepted. This list is not exhaustive, if we meet with other types not listed above we will deal with them in an appropriate manner.**

Steps are taken will involve

- a) Removal of child from yard / detention
- b) School may seek relevant assessment
- c) A shortened day might be decided upon

Children with severe / emotional problems are dealt with on an individual basis in consultation with and support from Parents, SENO, NEPS psychologist and any other relevant outside agency.

The use of sanctions or consequences should be characterised by certain features;

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment should be avoided as it breeds resentment
- There should be a clear distinction between minor and serious offences
- It should be the behaviour rather than the person that is the focus

Pupils will not be deprived of engagement in a Curricular area, except on the grounds of health & safety. It is expected that children complete their homework. Every effort will be made to get homework that is deemed valuable to be completed. (See Homework policy)

**Misbehaviour** is seen to be made up of

- Minor misdemeanours
- Serious misdemeanours
- Gross misdemeanours

**Minor misdemeanours:**

1. Continuous talking
2. Fidgeting
3. Inattention
4. Pushing and talking in the line
5. Kissing
6. Spitting
7. Refusal to do work
8. Writing and passing notes
9. Name calling
10. Running in the school corridor
11. Leaving seat at lunch time
12. Not wearing the correct uniform

13. Being discourteous or unmannerly

14. Not completing homework without a good reason

This list is not exhaustive if we meet other types of inappropriate behaviour of this nature, we will deal with them in an appropriate manner.

1.1 Examples of steps to be taken by teachers when dealing with minor misdemeanours:

- Verbal reprimand/reasoning with the pupil
- Noting instance of behaviour in teachers yearbook
- Sanctions listed in Code of Discipline 1.1

1.2 Examples of steps to be taken when dealing with regular occurrences of minor misdemeanours

Phase 1 (within the classroom)

- Strategies listed in 1.1 Code of Discipline
- Note in homework journal to be signed by parent/temporary separation from peers
- Sending to another teacher/denial of participation in some class activity
- Note to parents concerning further misbehaviour in yard (misbehaviour in yard consists of any action that puts the safety of self/other pupil at risk)
- Extra homework prescribed
- Time out at play time or in class
- Send to the Deputy Principal – Gillian Collins
- Send to the Principal – Jillian Hayes
- Class teacher meets one/both parents
- Principal/Deputy Principal meets with one/both parents concerning yard behaviour

### **Serious misdemeanours:**

All minor misdemeanours when on a continuous basis

1. Rough play causing injury
2. Serious fighting
3. Stealing from others/teachers
4. Lying, dishonesty, ongoing
5. Disrespect
6. Hitting or other aggressive behaviour (unprovoked)
7. Bad/inappropriate language directed at someone
8. Racist remarks
9. Biting



10. Uncontrolled behaviour
11. Any other behaviour not listed which the staff, Principal and Board of Management deem to be a serious misdemeanour.
12. Any other form of bullying
13. Constantly disruptive in class
14. Stealing
15. Damaging other peoples property
16. Answering back to teacher
17. Frequenting school premises after school hours without appropriate permission
18. Leaving school premises during the day without appropriate permission
19. Bringing weapons to school
20. Deliberately injuring a fellow pupil

This list is not exhaustive and if we meet other types of behaviour of this nature we will deal with them in an appropriate manner.

#### **Disciplinary procedures for serious misbehaviour:**

##### **Stage1**

1. Child's name and class recorded nature of the incident is noted on inappropriate behaviour report form.
2. Report is given to the class teacher (if incident occurs in yard)
3. Principal is informed
4. Sanction is given to child as listed in minor misdemeanours

##### **Stage 2**

If these incidents continue, parents will be informed

### **Stage 3**

If misbehaviour continues, parents will be requested to call to the school to discuss the child's behaviour with the Principal and Class teacher.

### **Stage 4: Suspensions and Expulsions**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. 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. Aggressive threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

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 regards 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 of 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 Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

### **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. Accordingly, The Board of Management will advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. 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)

- The Chairperson informs parents/guardians in writing of the Board's decision to suspend / expel and also will inform parents of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion.
- The Chairperson of the Board of Management will prepare a response if and when an appeal is being investigated by the Dept. Of Education and Science (Section 12, Circular 22/02 – Processing of an Appeal)

### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parents may apply to have the pupil reinstated to the school. The parents 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 pupils reinstatement will not constitute a risk to the pupils 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.

### **Children with Special Needs**

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/resource teacher, and or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

## **Methods of 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 in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

- Informal parent/teacher meetings and Formal parent/teacher meetings late Nov early Dec annually.
- Through children's homework journal
- Letters/notes from school to home and from home to school
- Newsletter / Local Press
- School Website / Twitter

## **Communication with BOM**

- At meetings the members will receive regular updates in developments in the area of behaviour/discipline. These meetings are held at least once a term.
- If particular students are causing concern within school, facts will be discussed with BOM
- Suspensions –if warranting and granting
- Expulsions –if warranting and granting
- Appeals in relation to suspensions and expulsions

The following policies

Homework

Anti-Bullying

SPHE

RSE

Health and Safety

## Whole School plan for SET

Support this Code of Behaviour and will work in conjunction with it.

### **Assaults on Teachers**

Circular 40/97 emphasises the necessity to create and maintain a culture where acts of violence are not tolerated and where incidents when they do occur are effectively and speedily dealt with.

Creating such a climate requires the cooperation of the whole community. However, where in a minority of cases parents do not abide by the agreed procedures the circular offers little practical assistance in how to proceed.

Circular 40/97 focuses on:

- The board's duty to provide a safe place of work for employees
- Measures to be taken to prevent or minimise the risk of assaults to teachers or other staff employed in schools
- Measures to be taken in support of staff who have been assaulted or threatened with assault; and ensuring that appropriate action is taken to safeguard against a recurrence.

### **Where an assault occurs, the following steps as outlined in Circular 40/97 should be taken:**

- (i) The incident should be immediately reported to the principal teacher/other colleague.

The details of the incident should be recorded in an Incident Book kept for this purpose in the workplace. Situations in which members have been intimidated or threatened with physical violence should also be recorded.

- (ii) Where necessary immediate medical assistance should be sought.

- (iii) The matter should be reported to the Gardaí, where appropriate. This report would normally be made by the teacher who was assaulted.

- (iv) The Board of Management should be notified of the incident and where necessary an emergency meeting of the Board should take place. The Board should notify its legal advisors of the assault. The Board's insurance company should also be notified.

- (v) Where the assault is by a pupil the matter should be dealt with in accordance with the school's Code of Discipline and as provided for in Rule 130(5) of the Rules for National Schools.

- (vi) Repeatedly aggressive pupils should be referred, with the consent of parents, for psychological assessment in order to assess the pupils' social and emotional needs and to determine how these can be best met.

(vii) Where the assault is committed by a parent/guardian, the parent/guardian should be immediately instructed in writing not to make direct contact with the teacher/school pending full consideration of the matter by the Board. Subsequently the Board should correspond with the parent/ guardian stating:

- that the Board considers the assault unacceptable
- what action the Board intends to take
- outlining what pre-conditions should be met before access to the school is restored.

(viii) Applications for leave of absence, in relation to a member who has been assaulted, should be forwarded to Primary Payments Section, Department of Education, Cornamaddy, Athlone, Co. Westmeath. Each application will be assessed on its merits. (It should be noted that paid assault leave will only be granted when a teacher's entitlement to paid sick leave has been exhausted)

(ix) Where an employee's personal property is damaged in the course of an assault, compensation for its replacement value may be paid by the Board of Management under the extended school Protection Policy

**Evaluation / Implementation**

We will know if this policy is effective if there is a reduction in incidents of misbehaviour, discussion with parents at parent teacher meetings and feedback received at such meetings.

Each teacher / SNA will take responsibility to enforce this policy in their classrooms and the teacher/sna on yard duty will enforce it on the yard.

The principal will see that the Code is being managed effectively in the school.

**Signed:Conor Blackwell**

**Date:Jan 2023**