

# Barna N.S. Code of Behaviour

---

## Introductory Statement

The teaching staff of Barna NS decided to review and update the existing Code of Behaviour Policy in the school year 2015/2016. The staff carried out an audit of the existing policy as outlined in Developing a Code of Behaviour: Guidelines for Schools (National Education Welfare Board-2008 ) followed by a detailed review.

## Rationale.

The review of the Code of Behaviour was conducted to ensure that it is in compliance with legal requirements and good practice as set out in 'Developing a Code of Behaviour: Guidelines for Schools.' (National Education Welfare Board-2008.)

It is also a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

1. The standards of behaviour that shall be observed by each student attending the school.
2. The measures that shall be taken when a student fails or refuses to observe those standards.
3. The procedures to be followed before a student may be suspended or expelled from the school.
4. The grounds for removing a suspension imposed in relation to a student.
5. The procedures to be followed in relation to a child's absence from school.

The policy is also required to put in place procedures which will ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in an ordered, secure and disruption-free environment.

## Relationship to the Spirit of the School

Barna National School is a co-educational, Catholic, primary school, which strives to nurture the holistic development of each individual child in a well-ordered, caring, happy and secure environment. We will endeavour to enhance the self-esteem of each individual child and instill in them a respect for themselves and others and to be respectful, responsible and caring members of the school community. We will encourage each pupil to take

responsibility for their own behaviour and we hope to develop in them a sense of belonging to and pride in Barna NS.

## **Our Vision**

It is our vision to provide a happy and secure environment which is conducive to the learning and personal development of each child. To help us achieve this vision, the support and co-operation of pupils, parents and staff is essential. We agree that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff, parents and pupils.

## **Aims**

- To promote the safety and happiness of all children and staff in the school.
- To allow the school to function in an orderly and harmonious way.
- To create an atmosphere of respect, tolerance and consideration for others.
- To facilitate the development and education of all children in our school by promoting a sense of mutual respect among all members of the school.
- To promote positive behaviour and self- discipline recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and well being of all members of the school community.
- To enhance the learning environment where children can progress in all aspects of their development.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.
- To assist parents and pupils in understanding the system and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.
- To increase the cooperation between home and school in the implementation of our code of behaviour.

## **Content**

We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school. In doing so, the school places great emphasis on encouraging positive behaviour in pupils. Programmes will be implemented in the classrooms and on a whole school level to encourage and promote positive behavior.

- ❖ STOP, THINK , DO (social Programme)

- ❖ SPHE /Alive -O timetabled planned/themed lessons based on respect and positive behaviour will be implemented from September in every classroom and throughout the school.
- ❖ A whole school approach to classroom rules based on four key areas: safety, learning, communication and respect.
- ❖ A whole school approach to positive(rewards) and negative consequences

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner where 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, our own and others' property and for the environment.

The Board of Management of the school has ultimate responsibility for the behaviour in the school. The overall day-to-day responsibility for behaviour rests with the Principal, staff and students. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises. Parents/guardians can support the school by encouraging their children to understand the need for school rules and by communicating any relevant concerns to the school.

## **Guidelines for Behaviour in Barna N.S.**

### **All members of school community are expected to:**

- Show respect for self & others in their interactions.
- Display a willingness to help others.
- Show courtesy & good manners.
- Be fair in their dealings with each other.
- Make an effort to resolve difficulties & conflicts in respectful ways.

### **Expectations for staff:**

The content of this policy is based on the promotion of positive behaviour in our school, which nurtures a culture of self-discipline among children. All staff fosters an atmosphere of

co-operation and mutual respect and communicates with pupils in a way that reflects co-operation, respect, fairness, tolerance and encouragement.

The overall responsibility for discipline in the school rests with the principal. However each teacher has responsibility for the maintenance of discipline within their own class and the greater school environment. Each teacher will at all times strive to guard the safety and happiness of the pupils in the school.

The staff will:

- Endeavour to match the curriculum to the abilities, aptitudes and needs of the child
- Ensure there is an appropriate level of supervision at all times to ensure safety and order.
- Implement a reward/sanction scheme in a fair & consistent manner and will use whole school approaches such as Incredible Years programme at Junior level and the STOP,THINK DO (traffic light system) Management system.
- Keep written records of incidents or repeated serious misdemeanours and gross misdemeanours. If necessary, records may be reported to the Principal.
- Work in partnership with parents and outside agencies where necessary to help manage all pupils but especially those with special emotional and behavioural needs

#### **Pupils are expected to:**

- Behave in a manner that promotes a safe, positive environment.
- Work to the best of their ability in class.
- Attend school regularly & punctually.
- Follow school rules and cooperate with the adults in the school at all times.
- Wear correct uniform.
- Take responsibility for their actions.
- Respond to and treat all staff & visitors to the school with respect.
- Respect other pupils & their learning.
- Participate in school activities to the best of their ability.

#### **The Board of Management**

The Board of Management of Barna N.S. has a role to play in the maintenance of acceptable standards of behaviour in the school. It supports the Principal Teacher in the application of a fair code of behaviour and in the use of sanctions, to change behaviour and to help pupils understand the consequences of their actions.

- The Board of Management of Barna N.S. is consulted in the drafting/reviewing of the code of behaviour.
- The Board of Management is responsible for providing a safe and orderly environment for staff and pupils to work in.
- The Board of Management, through on-going consultation, supports the staff in devising and upholding the behaviour code.
- Department of Education and Science ( DES) procedures are in place for the Board of Management to deal with serious breaches of behaviour.

### **Expectations for Parents**

Parents play a crucial role in shaping the attitudes of their children and fostering good behaviour in school. Co-operation and communication between staff and parents/guardians is actively encouraged through formal and informal meetings, written communication, communication diaries etc.

### **Parents are expected to support the school in the promotion of positive attitudes by:**

- Encouraging their children to uphold the school's ethos and code of behaviour.
- Encouraging their children to respect all members of the school community.
- Making themselves aware of Code of Behaviour and cooperating with the school's system of rewards and sanctions and ensuring that they support the staff when using these systems.
- Ensuring their children are in school on time and in correct uniform.
- Attending meetings at the school if requested.
- Ensuring their children has the necessary books and materials to complete their schoolwork and take part in school activities.
- Monitoring homework signing the homework journal to signal work is completed
- Encouraging punctuality and regular attendance.
- Working in partnership with teachers to support behaviour management.
- Supporting whole school programmes in operation to promote positive behaviour.

## Communication

We endeavour to communicate the message of our code of behaviour throughout the school in the following positive manner.

- Praise and positive reinforcement “catching the pupils being good”.
- Meeting and greeting pupils and staff in a polite and mannerly way.
- Class rules and expectations developed in consultation with the pupils and displayed in each classroom.
- Posters/Visuals throughout the school displaying school rules
- Whole School Assemblies
- Regular staff meetings to discuss the progress and success of the Code of Behaviour
- Regular explicit reinforcement of expectations.
- Behaviour contracts: signed by pupils, parents & staff
- School rules included in the homework diary and the Code of Behaviour available on School

Website ([www.barnans.com](http://www.barnans.com) )

- ❖ The Code of Behaviour will be distributed to parents on enrolment and reviewed and updated copies code of behaviour will be distributed to all parents in the school.

## Positive Strategies for Managing Behaviour

The following are the Golden Rules which the school will use to maintain good behaviour and promote good order and effective teaching and learning throughout the school.

1. I will be gentle – I will not hurt anyone
2. I will be kind and helpful – I will not hurt people’s feelings
3. I will be honest – I will not hide the truth
4. I will listen – I will not interrupt
5. I will look after property – I will not waste or damage things
6. I will work hard – I will not waste time

## **In the Classroom:**

A set of rules will be drawn up, in conjunction with the pupils in each class at the start of the school year. The aim is to establish a code which enables all to learn and cooperate effectively. These will then go on display in the room and be signed by all members of the class. These 'Golden Rules' will encourage politeness, kindness, honesty, gentleness, sharing, listening, etc:

The following are general classroom rules used in the classroom to ensure a positive teaching and learning environment for every pupil.

- Sit in your seat
- Listen and put up your hand
- Be respectful and kind to your classmates and teachers
- Look after your belongings and other people's property
- Always try your best

## **Good Practice**

**Procedures are put in place to ensure that good habits/practices are developed and encouraged:**

### **1. Assembly and Dismissal**

School hours are 9.00am to 2.40pm. Children should arrive on time for school and should be collected punctually after school. Children are encouraged to become independent and are expected to make their own way to their classrooms each morning.

Regular late arrivals for school or requests for early departure shape bad habits for your child and these disruptions are unfair to the children and class teachers. Parents are requested to ensure that the children arrive on time for school and should only request early departures in the exceptional circumstances.

### **2. Home Time**

Children must wait inside the school gate until their parents/guardian/minder collects them. Children may never leave the front yard with adult supervision. Parents are requested to

come to the school gate at collection time as children cannot be allowed onto the road unaccompanied.

### **3. Absences/Illness/Medical Appointments**

Regular attendance at school is essential for the child. Absences should be explained by note when the child returns to school. Any cases of infectious illness should be notified to the school without delay. Absences in excess of 20 school days will be reported to TUSLA(Child and Family Agency)

### **4. Uniforms**

Pupils are expected to wear the full school uniform every day except PE Day .

- Boys- Grey trousers, white shirt ,school crested jumper and tie ( Black shoes and grey socks)
- Girls- Grey skirt or pinafore, white shirt, school crested jumper and tie (Black shoes and grey tights/socks)
- PE Uniform - Plain Navy Tracksuit top and plain navy tracksuit jog pants with white polo shirt

## **Positive Reinforcement**

We believe that the best way to encourage good pupil behaviour is through a system of positive recognition and encouragement. Teachers have reward systems for:

1. Good Behaviour
2. Improvement in Behaviour
3. Hard work

Rewards will include:

1. Praise for behaving well/working hard “catch them being good”
2. Notes to parents acknowledging good behaviour
3. Prizes & Stickers
4. Golden time : Free play/choice time on Friday afternoon
5. Awards( eg class and individual awards)



## Procedures for Dealing with Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross.

All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of minor misbehaviour include:

- Interrupting class work
- Being discourteous/unmannerly
- Not following instructions
- Not wearing appropriate uniform

Minor Misdemeanours may be dealt with in the following manner:

- Reasoning with pupil
- Verbal warning
- Reprimanding pupil – including advice on how to improve
- Withdrawal of privileges
- Cool Down
- Note to parents in a child's homework journal to inform parents of the misbehavior

Examples of serious misbehaviours include:

- Any minor misdemeanour which is persistent & repeated
- Constantly disruptive in class
- Telling lies
- Stealing
- Damaging other pupil's/school property
- Speaking inappropriately or in a challenging manner to teachers, SNAs or other school personnel
- Oppositional Behaviour e.g. refusing to complete work/participate in class
- Deliberately injuring a fellow pupil e.g. hitting, spitting, kicking, choking, biting (isolated incidents)
- Name-calling
- Using foul/inappropriate language

- Misbehaviour in eg the classroom, school toilets, school corridor, school yard, playing field
- Misbehaviour on school excursions eg swimming pool, church practice, field trips, school tours etc

Serious Misdemeanours may be dealt with in the following manner:

- Verbal reprimand
- Whole Class discussion/Circle Time
- Loss of privileges e.g. Timeout
- Referral to Principal
- Apology from pupil – this may be in oral or written form
- Note/meeting with parents. ( in accordance with Circular 20/90 parents are kept fully informed. Fair procedure is followed and parents are encouraged to work on strategies agreed.)

Examples of Gross Misdemeanors:

- Persistent aggressive/violent/threatening behaviour towards teacher/pupil
- Any serious misdemeanour which is persistent

Gross Misdemeanours may be dealt with in the following manner:

- Referral to Principal
- Meeting with parents
- Suspension / Expulsion – in consultation with SENO and/or EWO

*It should be noted that these lists consist of examples only and are non-exhaustive. The above examples are not meant to be a totally comprehensive list of misdemeanours and procedural steps.*

## Suspension

This procedure is used in the case of gross misbehaviour and or health & safety grounds:

- a) If all consequences are exhausted or there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. If considered warranted the Principal reserves the right to suspend the pupil for 3 days initially. This power of suspension is delegated to the principal by the school Board of Management.

- b) In certain circumstances the Principal with the approval of their Chairperson of the BOM may suspend a pupil for 5 school days
- c) A meeting of the BOM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

### **Appeal**

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

## **Expulsion**

This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

### **Grounds for Expulsion**

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil responsible for serious damage to property.

### **Automatic Expulsion**

BOM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Possession of illegal drugs
3. Supplying illegal drugs to other pupils in the school
4. Actual violence or physical assault
5. Serious threat of violence against another pupil or member of staff.

### **Procedures in Respect to Expulsion**

1. Detail investigation by school principal
2. Recommendation by principal to BOM
3. BOM considers Principals recommendation and holds hearing
4. BOM decision, is expulsion appropriate? If BOM recommends expulsion, the BOM will propose a date which will allow a 20-day cooling off period

5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision.

## **Record Keeping**

### **Keeping records:**

- The following procedures are in place to document behaviour in the school.
- These are in line with school guidelines and data protection legislation.

### **Class level**

- Teachers record incidents of major and gross misdemeanours and file as appropriate.
- Teachers report on behaviour during parent teacher meetings and in end of year school reports.
- Teachers write notes in the pupil's homework diaries to communicate both positive and negative behaviours.

### **Playground**

- Teachers record any breach of the yard behaviour code in the yard incident books.
- Incident report forms are recorded and filed in Principal's office

### **School records**

- Behaviour observation records, recording diaries, incident report forms, and IBPs (Individual Behaviour Plans) are used for school business and kept by the class teacher in pupil's file.
- All documentation related to suspension/expulsion is kept in the pupils file in the principal's office and reported to the NEWB ( National Educational and Welfare Board)

## **Conclusion**

The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self discipline.

### **Review**

This Policy will be reviewed in \_\_\_\_\_.

### **Ratification**

This Policy was ratified by the school Board of Management on \_\_\_\_\_.

Signed: \_\_\_\_\_

Chairperson of the Board of Management

## **Barna NS School Code of Behaviour Policy**

I have read over the School Code of Behaviour Policy and agree to support the school in its strategies to create a positive behaviour in Barna NS. I will encourage my child to follow the school rules and best practices in the school.

Parent Signature: \_\_\_\_\_

Parents Signature: \_\_\_\_\_

Date: \_\_\_\_\_