



# Scoil Oilibhéir Naofa

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## Code of Behaviour

### Introductory Statement & Rationale

The existing code of behaviour was reviewed at a staff meeting in 2016. It was originally reviewed at a School Planning Day under the guidance of Vincent Mulvey P.P.D.S advisor on 3<sup>rd</sup> June 2010. The staff continued their review in September 2010 and it was circulated to the Kilcloon Parents' Association in September 2010 for their consideration and was recirculated in September 2016. (It will be reviewed in the school year 2021-2022).

### Rationale

The Code of Behaviour is being reviewed:

- To ensure an orderly climate for learning in the school
- It is 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:*
  - a) *The standards of behaviour that shall be observed by each student attending the school;*
  - b) *The measures that shall be taken when a student fails or refuses to observe those standards;*
  - c) *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
  - d) *The grounds for removing a suspension imposed in relation to a student; and*
  - e) *The procedures to be followed in relation to a pupil's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for School, NEWB, 2008*

### Relationship to characteristic spirit of the school

Scoil Oilibhéir Naofa supports and values a harmonious environment where each child's potential can be nurtured. We promote co-operation between staff, parents and pupils.

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. When difficulties arise, parents will be contacted at an early stage.

## Aims

The aims of the Code of Behaviour of Scoil Oilibhéir Naofa are:

- 1) To provide guidance for pupils, teachers and parents on behavioural expectations
- 2) To provide for the effective and safe operation of the school
- 3) To develop pupils' self-esteem and to promote positive behaviour
- 4) To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others
- 5) To facilitate the education and development of every pupil
- 6) To foster caring attitudes to one another and to the environment
- 7) To enable teachers to teach without disruption
- 8) To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

### *General Guidelines for Positive Behaviour*

- 1) **Pupils are expected** to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- 2) **Pupils are expected** to show respect for all school property and to keep the school environment clean and litter free.
- 3) **Pupils are expected** to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
- 4) **Pupils are expected** to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
- 5) **Pupils are expected** to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

### *Bullying*

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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 this 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 2016.

## ***Affirming Positive Behaviour***

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

### ***Strategies/Incentives***

- 1) A quiet word or gesture to show approval
- 2) A comment on a pupil's exercise book
- 3) A visit to another class or principal for commendation
- 4) Praise in front of class group
- 5) Delegating some special responsibility or privilege
- 6) Written or verbal communication with parent
- 7) Praise at Assembly

### ***Rewards***

Rewards will be age appropriate: e.g.

- a) Junior Level – stickers, messengers, extra play etc.
- b) Senior Level – homework pass, extra playtime/P. E etc.

Teachers will record and celebrate good behaviour. Our aim throughout the school will be to “Catch children being good!”

### ***Whole School Rules***

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. Procedures for the playground will be reviewed by staff and management each year and circulated to staff. They will be discussed with the pupils and will emphasise positive behaviour and make it clear what activities are permitted.

Whole school rules based on “School Rules” poem to be clearly defined and displayed in a central location at the start of the school year. Rules to be explained to children.

- a) Walk carefully and quietly in school building
- b) Treat all people with respect
- c) Respect school property
- d) Co-operate with others to keep school clean and tidy.

### ***School Rules***

Be silent when asked  
Whisper at a task  
Talk when allowed  
But never out loud

Be where you should  
Move as you should  
Time: use it  
Don't lose it

In all you say and in all you do  
Treat grown-ups as you ought to do  
Bully not, share a lot  
Give back what you got

A clean and tidy litter free school  
Is Scoil Oilibhéir's golden rule

The pupils will be regularly reminded of school rules, particularly at the beginning of each term.

### ***Classroom Rules***

1. Classroom Rules will be drawn up in consultation with the pupils at the start of the school year. These will link in with school rules.
2. Rules will be colour coded and displayed under the headings;
  - Safety:
  - Learning:
  - Communication (maximum of 5/6 rules)
3. Reference will be made to the rule broken at the relevant time.

### ***Sanctions***

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. While teachers and staff will place greater emphasis on positive rewards and strategies, there are times when pupils misbehaviour and sanctions are required. 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.

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

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) 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.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

Stage 3/4 will see the issuing of a yellow card

At the start of each term every child will start with a blank page.

1 x Yellow (noted)

2 X yellow (detention with Class Tutor)

3 x yellow = Red Card, meeting with class teacher and parents.

Red cards can be issued directly for Gross and serious misbehaviour.

The benefit of the card system is that because the card must be signed by the parent(s), they are informed as soon as there is an issue with their child's behaviour. While every effort will be made to follow the steps in the above order; in cases of serious misconduct, the school may begin sanctions on a higher step e.g. a yellow card or red card may be imposed for an incident of the teacher/principal feels it is warranted.

Class teachers will keep a written record of instances of misbehaviour and also a record of improvement in the behaviour of pupils. Every pupil will begin with a clean slate at the beginning of each school year/term.

Verbal Warning

1. Name on the board
2. Removal from the group for a period during the day 'Thinking Chair' (Yellow Card)
3. Move classroom for 10-20 minutes (Yellow Card)
4. Detention during school break with extra work assigned or 'time out' for part of break
5. Red Card/phone call to parents/note on Aladdin
6. Report to Principal or Deputy Principal to caution pupil
7. Letter home from Principal-once off serious incident or persistent misbehavior
8. Case conference to include Parents/Guardians, Principal, teacher and child
9. Exclusion from next outing/trip/internal suspension
10. Letter to Board of Management
11. Suspension by Board of Management

If a pupil is on step 4 repeatedly the teacher may start the child on a higher step until the child's behaviour improves. The teacher will keep records of pupil's misbehaviour at step 4 and onwards/Red Card.

Pupils who misbehave in the yard will be given a verbal warning. They may be given time out from playground activities for part of the break period if it is warranted. Records of serious misbehaviour will be recorded, dated and initialled using the Incident Report Form. Appendix 1, and kept by the classroom teacher.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety. 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, the Principal may review the case in consultation with parents, teachers and other members of the school community involved, with due regard 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 for National Schools and the Education Welfare Act 2000. Reference was made to "Developing a Code of Behaviour; Guidelines for Schools, NEWB, 2008.

In exceptional circumstances where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorize 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 at which they will be offered an opportunity to appeal the decision. The Principal will notify the parents of the pupil in writing of the decision to suspend. The letter will confirm:

- The period of the suspension
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Skills (Ed. Act 1998 section 29)

If the Principal is proposing a suspension longer than 3 days, the matter should be referred to the Board of Management for consideration and approval.

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

### ***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. The pupil will be given the opportunity and support for a fresh start.

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

- 1) Provide a comfortable, safe environment
- 2) Support the Principal and staff in implementing the code
- 3) Ratify the code

### ***Principal's Responsibilities***

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

### ***Teachers' Responsibilities***

Support and implement the school's code of behaviour

- 1) Create a safe working environment for each pupil
- 2) Recognize and affirm good work
- 3) Prepare school work and correct work done by pupils
- 4) Recognize and provide for individual talents and differences among pupils
- 5) Be courteous, consistent and fair
- 6) Keep opportunities for disruptive behaviour to a minimum

- 7) Deal appropriately with misbehaviour
- 8) Keep a record of instances of significant misbehaviour or repeated instances of misbehaviour
- 9) Communicate with parents when necessary and provide reports on matters of mutual concern
- 10) Provide support for colleagues

### ***Pupil's 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 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 and support its implementation
- 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 their child's progress/behaviour

### ***Procedures for notification of pupil's absences from school***

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, "the procedures to be followed in relation to a child's absence from school," Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence. These notes are kept on the file for the duration of the school year. The school uses the standard forms to report on pupil absences to the National Education Welfare Board. (See [www.newb.ie](http://www.newb.ie))

### ***Before/After School***

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.20 am or after the official closing time of 2 pm (infants) 3 pm (other classes) except where pupils are engaged in an extra-curricular activity organized by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

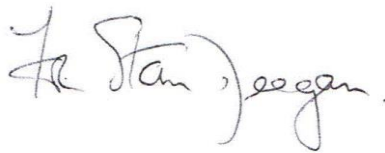
### **Reference to other policies**

The following school policies have a bearing on the Code of Behaviour

- SPHE
- Anti-bullying
- Enrolment
- Record keeping
- Home/School links
- Health & Safety
- Special Educational Needs
- Other policies may also apply


Ratified by Board of Management on:

*Date: 22<sup>nd</sup> Sept 2016*

Signed:   
*Chairperson, Board of Management*


Date: 22/09/2016

Reviewed on 27<sup>th</sup> September 2022

Signed:   
*Chairperson, Board of Management*

Date: 27<sup>th</sup> September 2022

Reviewed 28<sup>th</sup> September 2023

Signed:   
*Chairperson, Board of Management*

Date: 28<sup>th</sup> September 2023