

Scoil an Spioraid Naoimh, (Cailíní)  
Bishopstown

Code of Behaviour

This policy follows guidelines as set out in the National Educational Welfare Boards booklet "Developing a code of Behaviour, Guidelines for Schools".(May 2008)

It was ratified by the Board of Management on 29<sup>th</sup> Nov 2010.

Aims

- \*To provide guidance for pupils, teachers and parents on behavioural expectations.
- \* To facilitate the education and development of each individual pupil.
- \*To provide for the effective and safe operation of the school 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 allow teachers to manage classes and teach pupils without disruption.

Implementation

Every member of the school community (teachers, substitute teachers, trainee teachers, pupils, special needs assistants, visiting coaches visitors, school secretary, parents, B.O.M.) has a role to play in the implementation of the Code of Behaviour.

Our schools principles for positive behaviour

1. Pupils are expected at all times to show respect and courtesy to all staff, fellow pupils and visitors to the school.
2. Pupils are expected to show respect for all school property and the fellow pupils' property and to keep the school environment clean and litter free.
3. Pupils are expected to wear full uniform and to have all books and required materials.
4. Pupils are expected to obey a teacher's instructions, to the best of their ability, and to present home and school work neatly. Behaviour that interferes with the rights of the pupils to learn, or the rights of the teachers to educate, is unacceptable.
5. Pupils are expected to attend school everyday, unless there is a genuine reason for absence, in which case, the school must be informed in writing, stating the reason for absence.

## Bullying

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. Bullying will not be tolerated and the parents will be expected to cooperate with the school at all times in dealing with the instances of bullying in accordance with the school's Anti-Bullying Policy. Positive reinforcement of good behaviour leads to better self discipline and we place greater emphasis on rewards and incentives than on sanctions.

## Strategies/Incentives

- A quiet word or gesture to show approval
- A comment on a child's group.
- Praise in front of class group.
- Individual class merit awards, awarding of points or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- Affirmation at the school assembly.

## Discouraging Misbehaviour

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

- Outlining expectations with pupil
- Prescribing extra work
- Loss of privileges
- Communication with parents
- Referral to Principal
- Exclusion (suspension or expulsion) from school (in accordance with Rule 130 of the rules for the 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 on the grounds of health/safety.

## Suspension/Expulsion

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 serious misbehaviour, or for repeated instances of serious misbehaviour, suspension for a period will be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour by a pupil toward a teacher or fellow pupil will be regarded as serious misbehaviour.

Parents should also be expected to model the standards that students are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards.

The ways in which parents and teachers interact, will provide students with a model of good working relationships.

#### Principal's Responsibilities

Promote a positive climate in the school.

Ensure that a Code of Behaviour is implemented in a fair and consistent manner.

Ensure that visiting teachers, coaches etc, are made familiar with the Code of Behaviour.

Arrange for review of the Code of Discipline, as required.

Communicate respectfully with all members of school community.

#### Teacher's Responsibilities

Support and implement the school's Code of Behaviour

Recognise and affirm good work.

Organise the seating arrangements for the pupils.

Preventing opportunities for disruptive behaviour or repeated instances of misbehaviour.

Keep a record of instances of serious misbehaviour.

Communicate respectfully with members of the school community.

#### Parents/Guardians' Responsibilities

Be very familiar with the Code of Behaviour and support its implementation.

Encourage their children to have a sense of respect for themselves, others and their property.

Be interested in, support and encourage their children's school work.

Co-operate with, and support the school in instances where their child's behaviour is causing difficulties for others.

Communicate respectfully with the school in relation to any problems which may affect child's progress/behaviour.

Co-operate with all arrangements the school may have in place, for effective operation (e.g. signing your child out, cooperating with before school, supervision arrangements, home time collection arrangements etc.)

Inform the school of any issue/s happening in the home or wider community, which could result in a change in the child's behaviour in school, or on the child's ability to learn in class. Such information will be treated in a confidential manner.

#### Review

This policy will be reviewed every three years, or sooner, if the Board of Management considers a review is necessary.

Suspension/Expulsion will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

### 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. At present school rules are listed inside the homework journal.

### Before/After School

Parents are reminded that the school does not accept responsibility for pupils on school property outside of school hours, except where pupils are engaged in an extra-curricular activity that is organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with the school behaviour policy during these times.

### Board of Management's Responsibilities

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

### Pupils' Responsibilities

Attend school regularly and punctually.  
Listen to their teachers and act on instructions/advice.  
Avoid any behaviour in class that disrupts learning.  
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 might endanger others.  
Avoid any behaviour which might result in offending or upsetting others.  
Include other pupils in games and activities.  
Bring correct materials/books to school.  
Follow school and class rules, and Anti Bullying Policy.  
Keep all phones switched off and on the teacher's desk during school hours.  
Children are expected to behave properly while on out of school journeys and observe road safety.

### Adult Responsibilities

**Modelling the standards: the responsibility of adults.**  
("Developing a Code of Behaviour, Guidelines for School"...National Welfare Education Board 2008)

The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students.

*16. Bear in mind...*  
26.10.14