

# Scoil Mhuire gan Smál, Cill Choirle

## Code of Behaviour



### Policy Details

Document Name: Code of Behaviour

Date developed:

Signed by

Date Reviewed: Sept 2020

Chairperson: *Ceráidín Keane*

Ref Code: TBA

Principal: *Donna Kirby*

Edition: v2

Date commenced: September 2020

# Scoil Mhuire gan Smál

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## CODE OF BEHAVIOUR

### 1. **Statement**

Scoil Mhuire gan Smál is committed to providing an environment which promotes the positive development of each pupil through education, friendship and being part of a school community. The school community comprises of the staff, pupils, parents/guardians, Board of Management and members of the community who contribute to the operation of the school.

### 2. **Aims**

The aims of the Code of Behaviour of Scoil Mhuire gan Smál are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem 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 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.

### 3. **Definitions**

#### a. **Bullying**

For the purpose of this document Bullying is defined as repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated and parents/guardians will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy and Cyber-Bullying Policy.

#### b. **Misbehaviour**

For the purposes of this document misbehaviour is defined as any behaviour engaged in which either by deliberate intention or as a result of the behaviour has the potential to cause harm to self, others or property, cause disruption to the class and demonstrates a lack of respect, consideration and tolerance for others.

#### c. **Repeated serious misbehaviour**

For the purposes of this document repeated serious misbehaviour is defined as any misbehaviour which has continued after positive strategies/incentives and minor sanctions have been employed and the behaviour has not improved and continues to escalate.

#### d. **Gross misbehaviour**

For the purposes of this document gross misbehaviour is defined as any misbehaviour which has the potential to present as a serious

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risk of harm to self/others or to cause actual harm to self/others, or serious damage to property.

## 4. **Implementation**

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. Misbehaviour will be discouraged and sanctions applied where positive behaviour strategies have not been successful.

## 5. **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. Six rules are displayed in each classroom, see attached copy. **Appendix B.** These rules are revised at assembly. All entries into the front of the book are mentioned and pupils presented at assembly for praise and a bualadh bos.

## 6. **General Guidelines for Positive Behaviour**

- I. 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.
- II. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- III. 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.
- IV. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
- V. Pupils are expected to attend everyday unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.
- VI. Pupils are discouraged from bringing phones to school. However, where it is necessary the phone must be left in the office, switched off and collected at 3pm.

## 7. **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.

Pupils are expected to comply with the special public health measures that are in place to combat Covid-19.

## 8. **Positive Behaviour Strategies/Incentives**

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation (suspended during Covid-19 pandemic conditions)
- Praise in front of class group.
- Name recorded in the front of the Behaviour Book.
- Delegating some special responsibility or privilege.

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- Postcard home to parents when pupil's name has been entered three times in the front of the Behaviour Book, 2<sup>nd</sup> postcard when entered 6 times. All postcards will be given out at assembly from September 2016.
- Programmes we use include the following:
  - KiVa
  - Friends for Life
  - Caring Programme
  - Cyberbullying training
  - Mindfulness training
  - Grow in Love

## 9. Discouraging Misbehaviour

Misbehaviour in the first instance is discouraged through the promotion and affirmation of positive behaviour. When these positive strategies/incentives are not successful then sanctions and other strategies is to promote positive and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Name recorded in the back of the Behaviour Book.
- Temporary separation from peers within class and/or temporary removal to another class (suspended during Covid-19 pandemic conditions)
- Prescribing extra work.
- Loss of privileges.
- Detention during break.
- Parents/guardians will be contacted when pupil's name has been recorded in the back of the Behaviour Book three times or sooner if deemed necessary.
- Communication with parents/guardians.
- Referral to Principal/Deputy Principal
- Principal communication with parents/guardians.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for 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 of health/safety

**See Appendix A for detailed Behaviour Strategies.**

## 10. Suspension/Expulsion

Before serious sanctions such as after school detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. 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/guardians 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.

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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/guardians 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 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.

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 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.

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

Following or during a period of suspension, the parents/guardians may apply to have the pupil reinstated to the school. The parents/guardians 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.

### **12. Before/After School**

Parents/guardians are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.10am or after the official closing time of 2.00pm (infants) 3.00pm (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in line with school behaviour policy during these times.

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

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

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## 14. Principal's Responsibilities

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

## 15. Teachers' Responsibilities

Support and implement the school's code of behaviour.

- Create a safe working environment for each pupil, including promotion of hand sanitising, cough/sneezing etiquette, and physical distancing.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents/guardians when necessary and provide reports on matters of mutual concern.

## 16. Pupils' 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. This specifically include following the HSE/HPSC guidelines on hand sanitising, cough/sneezing etiquette and physical distancing.
- 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.

## 17. 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 child's progress/behaviour.
- Encourage and support the children to follow hand sanitising, cough/sneezing etiquette and physical distancing.
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Ratified by Board of Management on \_\_\_\_\_

Date

Signed \_\_\_\_\_

Chairperson, Board of Management

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## Appendix A

### Behaviour Strategies

#### Positive Strategies for managing behaviour

“The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place” (Managing Challenging Behaviour, Guidelines for teachers INTO 2004:5)

Positive strategies used throughout the school to promote good behaviour and to prevent misbehaviour in the classroom setting, the playground and the general school environs: Visual reminders of expected behaviours are on display throughout the school: On display in the corridors are

#### **‘Remember the 3 R’s’**

Respect for Self

Respect for Others

Responsibility for all my actions.

Also on display

#### ***Remember***

***You are in a positive***

***Learning area. Good***

***behaviour and achievement***

***Will be appreciated.***

On display in each classroom

#### **I matter**

**I am a good person**

**I believe in me**

#### **Pupils**

- Pupils are involved in drafting the code of behaviour by offering their suggestions on how to improve behaviour in the school and by drafting their own set of rules.
- Pupils play a part in the ongoing implementation of the code of behaviour by:
- Drafting rules for the classroom
- Taking part in assemblies
- Working on Student Council
- Taking part in special projects e.g. Green schools committee
- Buddy systems
- Pupils will given opportunities to monitor and review the code of behaviour through Student Council.

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## Classroom

- ‘Ground rules’ / behavioural expectations in each class are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning
- Pupil input in devising the class rules
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
- Timetabling
- Each individual teacher uses their own strategies to develop good behaviour e.g. points, golden time, brainbox, stars, stickers to name but a few.

## Playground (s)

Positive strategies which we as a staff implement to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour.

- Pupils have one overall rule which is “Have fun on the yard and allow others to have fun too”. The pupils themselves came up with the wording of this rule a few years ago. This is then broken down into the spoken rules of the yard e.g. Rules for a fair game of Gaelic, soccer and basketball. These rules are discussed in class and reinforced at assembly as the need arises. Pupils are aware that slide-tackling is not allowed. Pupils are encouraged to include others in their games and to be kind and caring at all times.
- The playground is divided into a number of play areas. During the Covid-19 pandemic restrictions, pupils remain in class groupings on the playground. We regularly review these areas at staff meetings. The pupils are shown a map of the designated areas.
- Arrangements for supervision in the playground is as follows: staggered breaks for junior classes and senior classes with 1 teacher and 1 SNA supervising each break time. Auxiliary staff such as people on work placement or work experience also assist on the yard.
- If there is a need to supervise more closely the behaviour of certain age groups, certain areas of the playground, certain individual pupils, this is highlighted to the teachers on duty. The teachers on duty generally feedback to class teachers and principal if children are presenting with unacceptable behaviour. The pupil’s name may be entered into the back of the Behaviour Book. Three entries in the back of the behaviour book warrant a phone call home to inform parents and seek their support in resolving the problem. We aim to have children visible at all times.
- Activities are organised in ways that will minimise misbehaviour e.g. selecting balanced teams for games, suitable sized balls for age groups, playground markings.
- Teaching playground games to parents has been part of our Health Promoting School Programme.
- As well as providing sections for specific age groups we also recognise the need for quiet activities, we have therefore placed a number of benches around the playground.
- Interactive/educational areas have been developed in the playground e.g. Sandpit, outdoor classroom, bug hotel, frog pond.



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- On wet days two teachers and one SNA supervise. Pupils remain seated either on floor or chairs. We have invested in a large number of suitable games and jigsaws such as Scrabble, Headbanz, Guess Who, Chess and Connect 4 etc.
- Pupils' line up in class before break and walk to the yard. After break times the children line up in their designated areas and walk back into class with their teacher.
- Children who leave the playground to use the toilets have access to a set of toilets inside the back door of the school, this ensures that they do not need to go back to their classrooms. They need permission from a teacher on duty. Those who remain inside due to illness remain in the medical/isolation area supervised by the secretary and/or the Principal.
- Incidents of misbehaviour are managed through positive behaviour strategies/incentives and/or sanctions with an entry into Behaviour Book, reporting to classroom teacher, time-out, withdrawal of privileges.
- Completion of Student Behaviour Reflection Form (3<sup>rd</sup>-6<sup>th</sup> Class).

### **Other areas in the school.**

Children are encouraged to move quietly throughout the school. They are praised for displaying the appropriate behaviour. They are regularly reminded to walk on the corridors, talk quietly when class is in progress.

Staff lead by example in the promotion of positive behaviour by modelling good behaviour and by acknowledging the children who behave well.

### **Strategies for managing Misbehaviour**

In response to incidents of unacceptable behaviour/misbehaviour the teachers may try the following strategies:

- ❖ Reasoning with the pupil.
- ❖ Reprimand (including advice on how to improve)
- ❖ Temporary separation from peers, friends or others.
- ❖ Loss of privileges.
- ❖ Detention during a break.
- ❖ Prescribing additional work.
- ❖ Name recorded in the back of the Behaviour Book.
- ❖ Referral to Principal Teacher.
- ❖ Communication with parents/guardians.
- ❖ Suspension
- ❖

### **Involving parents/guardians in management of problem behaviour.**

'Parents/guardians should be kept fully informed from the outset of instances of serious misbehaviour on the part of their children. It is better to involve parents at an early stage than as a last resort' (Circular 20/90)

- ❖ A Behaviour Book is used to note both positive behaviours and misbehaviours. When a child is three times in the back of the book, the child's parents/guardians will be contacted by phone, by the Principal, to discuss same.
- ❖ In the case of a serious misbehaviour parents/guardians may be contacted, as above, immediately.
- ❖ In some cases the parents/guardians will be invited to the school to talk about their child's difficulties. Generally speaking the meeting will be between the Principal and parents/guardians. The class teacher may be involved if deemed necessary. The child may be invited to part of the meeting if deemed appropriate

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by the Principal. Every effort will be made to make parents/guardians feel at ease in an effort to maximise a co-operative approach.

- ❖ Often a discreet word with the parent when dropping the child in the morning or collecting in the evening will suffice.

Parents/guardians are always encouraged to make contact with the school if they have any concerns.

### **Managing aggressive or violent misbehaviour**

- ❖ Children who engage in aggressive or violent behaviours will be monitored to determine what if any trigger factors are present.
- ❖ A record of all incidents of aggressive or violent behaviours will be maintained.
- ❖ Following discussion with the parents/guardian a behaviour management plan will be developed, implemented, monitored and evaluated.
- ❖ Children who present as emotionally disturbed, following consultation with the parent/guardian/s are immediately referred for psychological assessment.
- ❖ Through the Special Education Needs Organiser (SENO) Aedemer Cook appropriate support is sought from services available e.g. Health Service Executive, National Educational Psychological Service.
- ❖ Support and Professional development is available for staff through Navan and Monaghan Education Centre and Online Course.
- ❖ In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, temporary exclusion while consultation with SENO and/or Educational Welfare Office (EWO) takes place about appropriate resources and/or alternative placement.
- ❖ **In the current climate of the Covid-19 pandemic, incidents of deliberate spitting or coughing at another person will be considered serious misbehaviour and will be dealt with accordingly.**

## Appendix B

### **The School Rules**

1. Always wear your full school uniform
2. Be on time for school and have all you need for school
3. Put your hand up for teacher's attention and wait
4. Be mannerly and polite at all times
5. Keep feet, hand and unhelpful comments to yourself
6. Have fun on the yard and allow others to have fun too