



St. Nicholas' Primary School Longwood

Code of Behaviour

This policy was formulated by the teaching staff of St. Nicholas' School in consultation with representation from the Parents' Association.

It is written in accordance with the guidelines as set out in the National Educational Welfare Board booklet "Developing a Code of Behaviour, guidelines for school". (May 2008)

The policy was ratified by the Board of Management on 4th March 2010 and is subject to periodic reviews.

Aims

- To provide guidance for pupils, teachers and parents on behavioural expectation.
- 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.

Implementation

Every member of the school community (teachers, substitute teachers, trainee teachers, pupils, S.N.A.s, visiting coaches, visitors, school secretary, parents, B.O.M.) 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. Positive behaviour will be encouraged and affirmed.

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

Principles for Positive Behaviour.

1. Pupils are expected **at all times** to treat all staff, fellow pupils and visitors to the school with respect and courtesy.
2. Pupils are expected to show respect for all school property and fellow pupils' property, and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, wear the full school uniform, and to have all books and required materials.

4. Pupils are expected to follow teacher's instructions, to work to the best of their ability, and to present written assignments neatly.
5. Behaviour that interferes with the rights of pupils to learn, or the rights of teachers to educate, is unacceptable.
6. Pupils are expected to attend school every day, unless there is a genuine reason for absence, in which case, parents/ guardians must inform the school in writing, stating the reason for absence.
7. Teachers are expected to communicate/deal respectfully and in a professional manner with all members of the school community.

Bullying Behaviour

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

“unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person or persons and which is repeated over time.”

Bullying will not be tolerated, and parents will be expected to co-operate with the school at all times in dealing with instances of bullying, in accordance with the school's Anti-Bullying Policy.

Affirming Positive Behaviour

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 homework journal.
- A visit to another class or to the Principal for commendation.
- Praise in front of class group.
- Teaching 'Friends for Life' an anxiety prevention and resilience building programme.
- Individual class merit awards, dojo points etc..
- Delegating some special responsibility or privilege.
- Interventions through use of the book “*Behavioural, Emotional and Social Difficulties....a continuum of support,*” issued to schools by the National Educational Psychological Service (N.E.P.S)
The intervention takes place at whatever level of continuum is most appropriate, and in many cases involves the cooperation of the child's parents and the compilation of a Classroom Behaviour Support Plan.
- Written or verbal communication with parent.
- Affirmation at school assembly.

Sanctions/ Consequences for Misbehaviour for breach of Class/School Rules

Sanctions reinforce in the pupils' minds that there are consequences for misbehaviour and are applied with a view to promoting positive behaviour and allowing the pupil time for reflection.

Sanctions will be applied according to the gravity of the misbehaviour and the chosen sanction(s) will be at the discretion of the teacher/Principal, with due regard to age, emotional development, previous behaviour record and the existence of a diagnosis of special educational needs.

Sanctions may include some or all of the following:

- Reasoning with pupil.
- Verbal reprimand, including advice on how to improve.
- Prescribing extra work.
- Carry out a task/job, at break time (under supervision) such as tidying the library etc.
- Loss of privileges.
- Being supervised in the school building at break time. Class teacher prescribes a written assignment to be completed at this time.
- In the case behaviour being a persistent cause of disruption to the learning of other children, or to the teaching process, that pupil can be asked by the teacher to go to another classroom for as long as the teacher and principal may deem necessary.
- Teacher Communication with parents.
- Meeting arranged with pupil, teacher and parents/guardians.
- 'Classroom Support Plan' agreed upon by teacher, parents/guardians and pupil, reviewed at regular intervals.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (suspension or expulsion) from school, in accordance the school's Suspension and Expulsion Policy, and with Rule 130 of the Rules for National School, 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 when the child's continued presence in the class presents a danger to either the pupil him/herself or to the safety of other pupils.

Suspension/Expulsion

Before serious sanctions such as suspension or expulsion are considered, 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 will be invited to come to the school to discuss their child's case.

Aggressive, threatening or violent behaviour by a pupil towards a teacher or fellow pupil will be regarded as serious misbehaviour.

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

School Rules

School and classroom rules are kept to a minimum, and are devised with regard for the health, safety and welfare of all members of the school community. Pupils have an input in devising classroom rules. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and are applied consistently and fairly.

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 of Behaviour.
- Update, review and ratify the Code of Behaviour.

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.

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.

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, as required.
- Communicate respectfully with all members of school community.
- Ensure teachers are familiar with school's policy in relation to Supervision and Orderly Movement of Pupils, and to review this policy and procedure at the beginning of each school year.

Teacher's Responsibilities

- Support and implement the school's Code of Behaviour
- Recognise and affirm good behaviour..
- Recognise, and provide for individual talents and differences among pupils.
- Be courteous, consistent, respectful and fair.
- Organise the seating arrangements for the pupils
- Record and document incidents and interventions in relation to pupils for whom behavioural issues are repeated and a cause for concern.
- Provide support for colleagues.
- Communicate with parents when necessary, and provide reports on matters of concern in relation to a child's behaviour.
- 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.
- Support and encourage their children's school work
- Co-operate with, and support the school on occasions when 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.
- Follow the school's policy on Grievance/ Complaints Procedure, should the need arise.
- Co-operate with all arrangements and procedures that the school may have in place, for its safe and effective operation (e.g. signing your child out, co-operating 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 be impacting on their 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 was adopted by the Board of Management on 4/03/2010 and reviewed on 25/04/2012 and reviewed again on 1/03/2016.

Signed: *Fr. Michael Kilmartin*
(Chairperson of Board of Management)

Signed: *John Smyth*
(Principal)

01/03/2016