

## Code of Behaviour

This Code of Behaviour was first formulated during the 2018/19 school year, and will be updated as the need arises, taking cognisance of new directives, practices and procedures.

The Policy was discussed and further developed by the teaching staff and pupils of St Colman's NS during September and October of 2020.

The policy was provided to the Parents Association on the 24/11/2020 and feedback was sought.

The Policy was discussed, accepted and ratified by the Board of Management of St Colman's NS on 09/12/2020

### **Rationale:**

Good behaviour is based on good relations between parents/guardians, child and school.

In St. Colman's National School, we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. 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.

### **All expectations of behaviour are based on four key premises. They are:**

**Being Respectful:** using nice manners, working quietly, using appropriate language, following teachers directions, listening, waiting your turn to speak, telling the truth even when it's tough, 'owning up' when you're in the wrong..

**Being Kind:** being caring, being considerate of others and their feelings and thoughts. Playing with other children, including others in games on yard, including others in class activities, helping other children in your class, helping other children in the school, helping teachers and other staff,

**Being Responsible:** taking care of property, doing homework, arriving on time, having the things you need, following class and school rules, making appropriate judgements about what should be at school, eating a healthy and nutritious lunch, putting litter in the bin.

Telling when you see someone being hurt deliberately, participating in school activities,  
Having a positive attitude, always trying to do your best - even when it's not your favourite thing to do.

**Being Safe:** acting in a considerate, safe manner, playing safely, being careful not to be rough or harm others in any way, Wash your hands, Cover your cough and sneeze, Stay in your own area on yard, Walk safely to and from yard, in single file, line up safely when bell rings.

**This code is to be adhered to by all members of the school community: Teachers, SNAs Pupils, Parents, Management and ancillary staff.**

The code is displayed in the entrance hall for all to see.

### **Aims of the code**

To create a positive learning environment that encourages and reinforces good behaviour  
To promote self-esteem and positive relationships  
To encourage consistency of response to both positive and negative behaviour  
To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights 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  
To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication  
To encourage the involvement of both home and school in the implementation of this policy  
Responsibility of Adults (Teachers, school staff & Parents)  
The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.  
As adults we should aim to:  
Create a positive climate with realistic expectations.  
Promote positive behaviour, through example, honesty and courtesy.  
Provide a caring and effective learning environment.  
Encourage relationships based on kindness, respect and understanding of the needs of others.  
Ensure fair treatment for all regardless of age, gender, race, ability and disability.  
Show appreciation of the efforts and contribution of all.  
To discourage physical aggression and encourage 'Kind Hands, Kind Words, Kind Feet'.  
A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

### **School Rules**

- Be Kind
- Be Respectful
- Be Responsible
- Be Safe

Rules apply during school-time and during all school related activities.

At the beginning of each academic year the teacher will teach the school rules and expectations for each rule. Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

## **Incentives/Reward System**

Part of the vision of St. Colman's National School is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some strategies of how positive behaviour will be affirmed

A quiet word or gesture to show approval

A comment in a pupil's copy or homework journal

A visit to another member of Staff or to the Principal for commendation

A word of praise in front of a group or class

Stickers, stamps or small prizes

Homework pass

Delegating some special responsibility or privilege

A mention to parent, written or verbal communication

'Pupil of the week' award or special mention at assembly.

'Class of the month' award at assembly

Class DoJo

Providing Sensory/Movement Breaks

See Appedix A- Other strategies to promote positive behaviour

**Field trips, annual school tours and any special events will be reserved for those who have consistently strived to behave well.**

The '**Class of the Week Award**' operates as follows:

All teachers assign marbles to different classes/individual through the school. Whenever they encounter a pupil who is behaving particularly well, they may give the pupil a marble. This marble is returned to the collection box. At the end of each month, the class with the most marble collected will receive the 'Class of the Week

' award and each pupil in the class will receive a reward

Examples of very good behaviour where a marble may be given:

Excellent manners

Helping other pupils

Fair play  
Good listening  
Paying very good attention  
Walking quietly in the class line  
Tidying up  
Following instructions immediately  
Showing respect  
Trying your best  
Problem solving skills

**These are examples and this is not an exhaustive list.  
Unacceptable Behaviour**

While teachers and staff will place greater emphasis on positive rewards and strategies, there are times when pupils misbehave 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.

**Examples of minor misbehaviour include:**

Bringing electronic equipment or mobile-phones to school  
Not wearing appropriate uniform; bringing in chewing-gum  
Not following instructions  
Interrupting  
Being discourteous or unmannerly  
Not completing homework without good reason  
Running in the school building  
Leaving litter around school  
Not being in line when required  
Rough play/behaviour  
Using unacceptable language

**Examples of serious misbehaviour include:**

Continuous display of Minor misbehaviours after interventions have been put in place  
Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)  
Behaviour that interferes with teaching and learning  
Threats or physical hurt to another person  
Damage to school property  
Damaging other pupil's property  
Bringing dangerous equipment to school  
Leaving school/school activities without permission.  
Telling lies  
Stealing  
Using offensive language  
Deliberately injuring a fellow pupil/ endangering self or fellow pupils  
Truancy  
Copying work / cheating

**Examples of gross misbehaviour include:**

Assault on a teacher or pupil

Serious Theft  
Serious Damage to property  
Serious bullying  
Carrying drugs, alcohol, cigarettes

**It should be noted that these lists consist of examples only: It is not a totally comprehensive list of misdemeanours.**

**Bullying is repeated aggression – physical, verbal or emotional -conducted by an individual or group against another or others.**

PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc.

VERBAL: name calling which hurts, insults or humiliates.

EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. **The first person to be informed should be the class teacher.**

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary. For further information please consult the school’s Anti Bullying Policy.

## **Sanctions**

**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.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened

5. Loss of privileges
  6. Detention during break
  7. Communication with parents
  8. Referral to Principal
  9. Principal communicating with parents
  10. 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)
- This is not an exhaustive list of sanctions. Usually sanctions will relate as closely as possible to the behaviour.

## **Suspension and 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 gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents 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.

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, 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 the 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 Education Welfare 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.

#### Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

#### Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

### **The following methods of communication are to be used within the school:**

Informal/formal parent/teacher meetings or phone calls

Letters/notes from school to home and from home to school

School Website

Aladdin Connect

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Chairperson BoM

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Principal

Appedix A – Other Strategies to promote positive beahviour

NB: This list is not exhaustive



Social Stories	Visual Cue	Visual Cue	Social Stories
Motivator/Token Economy	Social Stories	Explicit Class Rule/Expectations	Motivator/Token Economy
Positive Phrasing	Motivator/Token Economy	Curricular Modification	Behaviour Contract
Behaviour Contract	Positive Phrasing	Shaping	Explicit Class Rule/Expectations
Explicit Class Rule/Expectations	Behaviour Contract	Physical Environment	Physical Environment
Shaping	Explicit Class Rule/Expectations	Behaviour Momentum	Behaviour Momentum
Physical Environment	Curricular Modification	First Then	First Then
Behaviour Momentum	Shaping	Movement break	My turn Card
First Then	Physical Environment	Jobs	Distraction
Check- in Chat Cards	Behaviour Momentum	Bring the box/bag to	
Visit another member of staff	First then	Chair exercises	
Random Positive Attention	Break Cards	Go Noodle	
Positivity Box	Jobs	Decrease Demand	
Decrease Demand	Go on a message	Resistance Bands	
Build self esteem	Relaxation techniques	Cushions	
Peer tutoring	Decrease Demand	Yoga balls	
Joke Box	Positive self talk	Self monitoring	
Phone call/note home	Build self esteem	Head phones	
	Choice Board/options	Dimmer Lighting/Sun Glasses	
	Increase work on interests	Soft Music	
	Break down directions/instruction	Look at water	
	Peer tutoring	Sand play	
	Self monitoring	Touch and feel box	
		Replacement Behaviour	
		Fidget/ChewToys	