

Code of Behaviour Policy

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1. Vision

Our vision is that of a caring, loving Catholic school, where all children, whatever their ability race or creed are cherished equally for their uniqueness.

2. Relationship to Characteristic Spirit of the School

The code of behaviour is the set of practices and procedures that form our school's plan for helping students in the school to behave well and learn well. We hope to create a harmonious environment where children have a positive relationship with teachers, where a teamwork approach to behaviour exists, thus promoting the full and harmonious development of all aspects of pupils and welfare.

3. Rationale

The Board of Management of St Patrick's National School, Fanore has reviewed and updated the Code of Behaviour in accordance with the Education Welfare Act 2000 Sections 23 & 24, the Education Act, 1998, Section 15, DES circulars 20/90 and 22/02, NEWB: Developing a Code of Behaviour: Guidelines for Schools & Behavioural, Emotional & Social Difficulties-Dept of Education & Skills.

4. Principles

The School recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.

Every effort will be made to ensure that the Code of Conduct is implemented in a reasonable, fair and consistent manner. In implementing the Code of Conduct every effort will be made to ensure the safety and well being of all members of the school community.

5. Aims of Code

In devising the code, consideration has been given to the particular needs and circumstances of this school.

Aims & Objectives of the Code of Behaviour of St. Patrick's N.S. are:

- To provide guidelines for pupils, teachers and parents on behavioural expectations.
- To facilitate the education and development of every child by promoting a sense of mutual respect among all members of the school community
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To enable teachers to teach without disruption.
- To develop the pupils' self-esteem and to promote positive behaviour/relationships.
- To promote positive behaviour and self-discipline, recognise the difference between children and the need to accommodate these differences.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and seek their co-operation in the application of these procedures.
- To foster caring attitudes to one another and to the environment.
- To outline a structure of fair and agreed sanctions that will be available to teachers, parents and children in response to negative behaviour.

6. General Guidelines for Positive Behaviour

- 1) Staff & Pupils are expected to treat all adults and 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.

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. We are conscious of the value of rewarding good behaviour which has a positive affect on children's self esteem.

Structures for rewarding positive behaviour.

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- Homework tokens
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Delegating some special responsibility or privilege.
- In class award and reward systems
- Lucky Dip
- Golden Time
- Note home in journal

7. General Guidelines for Misbehaviour: Behaviours/Actions/Interventions

In order to establish a common understanding and consistent response the Code of Behaviour misbehaviour is classified into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

LEVEL ONE

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas.

Listed below are some examples of the types of Behaviour that are included in Level 1.
Please note the list is not exhaustive.

- Interrupting on a continual basis when teacher/child is speaking
- Shouting out
- Unnecessary comments on other peoples work
- Disturbing/distracting the work and or making unnecessary comments on same
- Interfering with the play of others
- Disrespectful language, tone, or manner/back chat
- Ignoring staff requests
- Failure to prepare for class, as defined by individual teachers
- Running in classroom/Horse play

Indiscipline, misconduct or the continuous disruption by disorderly pupils interferes not only with the education of the child who misbehaves, but can also adversely affect the education of the other children in the class. While we try to meet each situation with sympathy and kindness, serious breaches of discipline or continuous misconduct will have to be addressed and dealt with.

Children will be taught what is expected and how they should behave.

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon **the severity and frequency** of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Reminder of class rules
- Verbal reprimand with advice on how to improve

Daily Traffic Light System: should a child persist with undesirable behaviours, our traffic light system will be used. All children will begin on green and remain on green if behaviour is in line with classroom expectations. Child moves to orange if a behaviour persists after 2 corrections, child moves to red if behaviour is not rectified.

Should a child be on red, the choice is given to the child:

- 1) Go outside for lunchtime but sit out any games for 10 mins
or
- 2) Additional work to be completed at home.

Should a child receive 3 red lights in a week, a note will be sent home in journal for parents to discuss the ongoing behaviors that are causing disruption.

Should a child remain on green all day, they will receive a token/ticket for lucky dip on Friday.

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child
- Classroom-based interventions, such as Restorative Circles/Circle Time, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

LEVEL TWO

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff.

Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention.
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing

- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult/pupil
- Possession or use of dangerous toys or sporting equipment
- Repeated instances of negative behaviour towards an individual or group.
- Name calling
- Mocking another individual
- Isolating others by leaving them out of games etc.
- Intimidating other pupils.
- Cyber Bullying

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels.

The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation.

Some examples of Level 2 responses are:

- Meet pupil and discuss behaviours
- Meeting with parent(s)/guardian(s)
- Replacement of damaged property.
- Implementation of behaviour contract
- Removal of privileges or classroom responsibilities

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff & Principal
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education if appropriate.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent) if appropriate.

LEVEL THREE

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school.

They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental

involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document (see

It should be noted that these lists consist of examples only.

It is not meant to be a totally comprehensive list of misbehaviours and procedural steps.

8. 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.

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.

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 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.

9. Bullying

Bullying will not be tolerated and parents 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. "I should never bully others. I should never allow others to bully me and if it happens I should tell my teacher and my parents. Bullying is always unacceptable."

Anti-Bullying Policy to be discussed with children at start of each term & parents will be guided to policy online at the start of each school year.

10. Expectations & Responsibilities

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. Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline.

STANDARDS OF BEHAVIOUR

EXPECTATIONS OF PUPILS

GENERAL BEHAVIOUR

The school expects that pupils will:

- be well behaved and to show consideration for other children and adults
- show respect for the property of, the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework.
- Not leave the school during the day without permission
- Keep the school environment clean and litter free.
- Wear the school uniform.
- Avoid bringing electronic equipment to school i.e. mobile phones, etc.

CLASSROOM BEHAVIOUR

The school expects that pupils will:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability and avoid distracting behaviour
- value – school property and the belongings of fellow pupils.
- follow – the direction of his/her teacher
- obtain – his/her teachers permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom.
- Complete homework and class work carefully
- Respect and obey class and school rules. At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules and are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all the members of the school community. They should where possible emphasise positive behaviour (e.g. Walk, as opposed to Don't run). 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.

PLAYGROUND (PLAYING PITCHES) BEHAVIOUR

The school expects that pupils will:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the teacher on duty
- remain – on school grounds at all times
- obtain permission – if going over the wall for ball
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling

BEHAVIOUR IN OTHER SCHOOL AREAS

The school expects that pupils will:

- walk – in the school building
- Move quietly around the school and avoid causing disturbance

BEHAVIOUR DURING SCHOOL OUTINGS/ACTIVITIES

The school expects that pupils will:

- follow – his/her teacher's directions at all times in the interest of teaching and learning/safety
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

Other pupils expect that you will:

- Not bully them
- Show acceptance and respect their differing personalities
- Never insult or belittle them because of differences.
- Respect their property
- Listen to them and acknowledge them
- Share equipment and resources with them
- Allow them to be part of the group
- Speak to them with courtesy and respect

EXPECTATIONS OF SCHOOL

Children and their parents expect that there will be:

- Encouragement, support and affirmation for children of all abilities
- Procedures to deal with bullying and provide support for victims
- A safe and happy environment.

- Recognition and provision for the individual differences of pupils
- Fairness and consistency in the way children are dealt with.
- No labelling of children.
- An atmosphere of support and inclusion.
- Contact at an early stage to inform them of any problems
- Procedures in place to protect children where abuse or neglect is suspected, disclosed or reported.

EXPECTATIONS OF PARENTS:

One cannot succeed without the help of the other.

The role of the parent in implementing the school discipline policy cannot be over emphasized. The foundations for good discipline are laid long before a child comes into our care and are subsequently altered by home and social influences completely outside the control of the school.

The school expects that you will:

- Be familiar with the various policies and codes of the school and the expectations of pupils.
- Show support for teachers in their implementation of the schools behaviour policy.
- Support your child in his/her schoolwork.
- Ensure the punctuality and regular attendance of your child.
- Account for your child's absences by note or communication with teacher.
- Encourage children to speak with teachers if they are having a problem as soon as possible
- Inform the school of incidents of bullying during school etc.
- Ensure your child has a positive attitude to and abides by the school and class rules.
- Never undermine the authority of the school or teachers.
- Promote respect for teachers and other school personnel.
- Give a contact number where you can be reached in an emergency.
- Inform the school if children have to be collected early, and have somebody known to the child to collect them at the school.
- Be available to discuss a problem.
- Make an appointment prior to meeting a teacher.

Other parents expect that you will:

- Support the school in implementing its code of behaviour.
- Exert firm discipline in cases where your child's behaviour is having a negative impact on the behaviour or well-being of others and is interfering with their learning.

STAFF

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal

11. Attendance

One of our school rules relates to good school attendance. This is an area in which parental support is vital. It is the responsibility of all parents to ensure that:

- ✓ Their child attends school every day except in the case of illness and /or medical appointment.
- ✓ A written explanation of every absence is given to the class teacher on the day of the child's return at the latest. This is now required by the National Educational Welfare Act. Parents should be aware that the names of children who have missed 20 or more days in any school year, or who are absent from school in "patterns" e.g. missing one day per week, must now be given by the school to the National Educational Welfare Board (NEWB).

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 8.50 a.m. or after the official closing time or 1.40 p.m. (infants) – 2.40 p.m. (other classes). The staff should be made aware of any alternative arrangements e.g. where a person unknown to the staff may be collecting a child.

Homework

It is the policy of the school to assign homework on a regular basis. Parents are strongly advised to take an active interest in their child's homework and to sign the Homework Journal of all pupils each night (ensuring that it is done).

12. Responsibilities

Board of Management's Responsibilities

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

- Ratify the code.

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.

13. Communication

Provision for making the policy accessible. After ratification by the board, this Code of Behaviour will be distributed to all parents of pupils in the school. The policy will remain property of each parent and a signed agreement form will be returned to the school. It will remain in the school files. Policy will also be made available on our website.

14. Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour, therefore every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school.

This policy was implemented in December 2008.

This policy was reviewed in Sept 2011, 2013, 2016 & 2024.

This policy will be reviewed in 2026 or earlier should the need arise.

15. Review

In reviewing this policy in 2024 the voice of staff, pupils and parents was actively sought through surveys. The feedback from these surveys informed the school's approach to the traffic light system and appropriate awards and disciplinary actions.

16. Ratification.

This policy was ratified by the Board of Management on June 13th, 2024.

Appendix 1

Short Term Record

Traffic Light System

- This chart is kept by class teacher
- It is a daily record of behaviours.
- Should a child remain on green all day, a ticket will be given at the end of the day for lucky dip on Friday.
- 3 red lights in a week and a parent will be notified.

Traffic Light System

Name	Green	Amber	Red