



## CODE OF BEHAVIOUR – BUNSCOIL GLEANN SIDHEÁIN

### Introductory Statement

This Code of Behaviour has been devised by the school Principal in consultation with all staff members, the members of the Board of Management and the Parents Association.

The current plan was reviewed by the staff in November 2021.

### Rationale

- The Board of Management of Bunscoil Gleann Sidheáin decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
  1. *The standards of behaviour that shall be observed by each student attending the school;*
  2. *The measures that shall be taken when a student fails or refuses to observe those standards;*
  3. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
  4. *The grounds for removing a suspension imposed in relation to a student; and*
  5. *The procedures to be followed in relation to a child's absence from school.*

### Relationship to Characteristic Ethos of our school

Bunscoil Gleann Sidheáin seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are nurtured and valued. Our code of behaviour reflects the vision of the child at the centre of the learning process and we hope to ensure that each child is provided with experiences that are relevant and age appropriate to his/her needs in a disruption-free environment. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively. Bunscoil Gleann Sidheáin is a mainstream Primary School with two special classes for A.S.D.

## **Mission Statement**

Bunscoil Gleann Sidheain places the child and his/her best interests at the heart of our educational philosophy. In our school we endeavour to create a caring community where management, staff, parents and pupils respect, value and appreciate each other. We actively promote a happy, healthy and stimulating school environment where opportunities are provided for promoting the full and harmonious development of all aspects of the person of the pupil; intellectual, physical, cultural, moral, emotional and spiritual. Every opportunity will be given to enable children to discover their talents and uniqueness and to develop into responsible and caring adults.

## **Aims**

In devising this code, consideration has been given to the particular needs and circumstances of our school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be;

- To ensure an educational environment that is guided by our vision statement; **Ní neart go cur le chéile.**
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
- To create an atmosphere of respect, tolerance and consideration of others;
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To ensure the safety and well-being of all members of the school community;
- To assist the parents and children in understanding the systems and procedures that form part of the Code and to seek their co-operation in the application of these procedures;
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

## **Whole School Approach to Promoting Positive Behaviour**

Our School aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This will enable the child to equip himself/herself with the skills to avail of further education so that he/she may go on to live a full and useful life as an adult in society.

The staff are committed to the realisation of these objectives. Our aim is to create a happy, secure environment for our pupils in which there is a sense of good order and a reasonable approach to discipline. In this way, a large group can be organised so that the school can operate smoothly for the benefit of all.

This revised Code of Behaviour comes into effect 10<sup>th</sup> December 2021. The code has been considered by the Parents Association, staff and approved by the Board of Management. It was ratified by the Board of Management on December 9<sup>th</sup> 2021. The code is mindful of the Curriculum, the school's Health & Safety Statement, Anti-Bullying Policy, Admission and Enrolment Policy and Child Protection Policy.

### **Discipline for Learning (DFL)**

In our school, we have a positive approach to teaching and learning. Positive rules for behaviour in class and out of class are learned by pupils at the beginning of their school year. Pupils are disciplined by being motivated to keep these rules.

We have many ways of recognising good behaviour and effect including awards, stamps, stickers, positive notes, smiles, positive comments and homework passes. Good behaviour and achievement will be recognised. Consistent positive influences are the key to success in our school.

### **Restorative Practice**

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

### **Restorative Questions to respond to Challenging Behaviour**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

## **To help those harmed by other actions**

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

## **General Guidelines for Behaviour**

All pupils are expected to behave in a reasonable manner both to themselves and to others, showing consideration, courtesy and respect for other pupils and adults at all times. Respect must be shown at all times. Respect must be shown for the property of the individual and of the school at all times.

### **Code of Behaviour**

The code of Behaviour covers the following areas:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment and behaviour on school outings
- Attendance at school/Education Welfare Act
- Homework after school and extra-curricular activities.

### **Behaviour in class**

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards other pupils or towards a teacher (e.g. defiance, cheek, insolence) are unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with the right (e.g. constant disruption of the class, persistent distracting of others) is considered unacceptable behaviour.

In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher.

### **The Essential Classroom Rules**

1. Be ready for class
2. Good manners are expected at all times
3. Always do your best and allow others to do the same
4. Raise hand wait for attention and listen to the person who is speaking
5. Take good care of personal and classroom property
6. Ensure you are safe in class and make it safe for others
7. Ensure homework is completed

## **Behaviour in the Playground**

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, wrestling, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be prohibited.

Any behaviour which interferes with other pupils play is not permitted. Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher, this includes re-entering the school building.

## **The Essential out of Class Rules**

1. Stay within the boundaries in yard
2. Play safely and fairly. Treat others fairly, the way you would like yourself to be treated
3. Rough Play is not permitted at any time
4. Use of inappropriate language is not permitted at any time
5. Keep yard and school environment litter free and tidy
6. Stay clear of fire alarm and respect all school property
7. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.
8. Permission to leave yard to access toilets to be given by teacher on duty and pupil to report back to same teacher on return.

## **Behaviour in the School Environment & Behaviour on School outings**

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is unacceptable. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Pupils must show respect for school property at all times. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

Pupils are encouraged to be respectful of each other on their way to and from school. When on school outings pupils are expected to behave in an orderly manner and show respect for public property. They should always co-operate fully with their teachers and special needs staff.

## **Attendance/Education Welfare Act**

Under the Education Welfare Act 2000, absences or lateness must be explained by a brief note inputted on the school's Aladdin system by a parent. Absences of 20 days or more must be referred by the school to Education Welfare Board. Any child wishing to leave school early must have a note inputted on Aladdin by their parent. The Education Welfare Officer is

available to support parents with attendance issues. Children with hospital or dental appointments on an ongoing basis should inform the school through a note on Aladdin and a photo of appointments should be uploaded with the note. Daily attendance and punctuality are required from pupils. Class starts at 9.05 a.m. and the school opens to receive pupils from 8.50 a.m. onwards each morning. After a pupil has been absent, a note (explanation) from the parents must always be input on Aladdin for the class teacher upon the pupil's return to school. When a pupil has to leave school early (i.e. before 2.45 p.m.) a note from parents must be input on Aladdin for the class teacher stating the time at which the pupil is to leave. If a pupil has a morning appointment and will be arriving late (after 9.05 a.m) to school, the parents should notify the class teacher of this through Aladdin.

### **Homework**

It is the policy of the school to assign homework on a regular basis. The time taken for this will vary from child to child, but should in most cases take between 30 minutes and one hour. Homework is recorded on Aladdin or in the pupil's homework diary. Parents should check your child's homework to ensure that it is completed. If for some reason homework (or part of it) cannot be completed, parents are asked to note this on Aladdin for the attention of the class teacher.

Generally, homework is not given at weekends. Written work must be done neatly and carefully. Graffiti on textbooks and copy books is not permitted. Please refer to the school Homework Policy for further information.

### **Book Rental**

Contract is put in place regarding care of books

### **Jewellery**

Students are permitted to wear stud earrings and watch only.

### **Mobile phones/IPods/Electronic Games**

Use of mobile phones, IPods and electronic games during school hours is strictly forbidden. Phones/devices are not allowed. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment and will only be returned to the parent or guardian of the pupil.

### **School Uniform**

All pupils must wear the school uniform and appropriate footwear along with school tracksuit and runners on designated days.

## **School Homework Diary**

Aladdin replaces the homework diary as a means of communication between parents and teachers. Some teachers may continue to get pupils to record their homework in their journals, as an extra support

### **Before/After School**

Parents are reminded that the staff of the school does not accept responsibility for pupils before the official opening time of 8.50 a.m. or after the official finishing time of 1.45p.m., (infants) and 2.45pm (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 accordance with school behaviour policy during these times. Whilst the school has no responsibility for pupils travelling to and from school on buses, pupils are expected to behave in accordance with school behaviour policy during these times.

### **Parents/Guardians' – For the purpose of implementing the Code of Behaviour, Parents are requested to:**

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually and ensure that reasons for absence are provided to the school on the Aladdin system correctly
- 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 their child's progress/behaviour.
- Ensure Full school uniform is worn and proper school tracksuit i.e plain navy top, no logos.

### **Positive Strategies to Managing Behaviour/Strategies for Responding to inappropriate behaviour**

#### **Classroom**

- A positive word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or principal for commendation
- Individual class merit awards, points or stamps including star of the week
- Praise in front of class group
- Praise during assembly

- Written or verbal communication with parents
- Class points system

### **Playground**

- A positive gesture to show approval
- Praise in front of other class group
- Line of the day/week

### **Other Areas in the School**

- School Assemblies/School Tours

### **Rewards and Sanctions**

The purpose of rewards and sanctions is to promote and acknowledge positive behaviour and to discourage misbehaviour

### **Discouraging Misbehaviour / Misbehaviour Sanctions**

The purpose of sanctions and other strategies is to promote positive behaviour and to 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.
- Temporary separation from peers with class and/or temporary removal to another class or to a supervised area.
- Prescribing extra work.
- Loss of privileges.
- Detention during break.
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with rule 130 of the Rules for National Schools as amended by Educational Circular and Education Welfare Act 2000).

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

### **Sanctions Serious Misbehaviour**

#### **Stage 1 – Warning**

Pupil sent to Principal (note to parents on Aladdin or in journal)

#### **Stage 2 – Detention**

Class/yard teacher recommends detention or principal gives detention (note to parents on Aladdin or in journal)



### **Stage 3– Internal Suspension**

Internal Suspension is when a pupil is removed from their own base class and is placed in another class or a supervised area for up to three school days. This will be activated when stages 1 and 2 are exhausted or when a serious of misbehaviour occurs. Parents informed

### **Stage 4– Case Conference**

If serious misbehaviour continues, the child's parents will be asked to meet the class teacher and principal. The child will be asked to give a written undertaking that he/she will behave in school. This will be witnessed and signed by Parent/Parents or guardian in the form of a Behaviour contract.

### **Stage 5 – Suspension**

This procedure is used in the case of gross misbehaviour and or health & safety grounds:

- a) If stage 4 is exhausted or there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. If considered warranted the Principal reserves the right to suspend the pupil for 3 days initially. This power of suspension is delegated to the principal by the school Board of Management.
- b) In certain circumstances the Principal with the approval of the Chairperson of the BoM may suspend a pupil for 5 school days
- c) A meeting of the BoM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

### **Appeal**

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

### **Stage 6 – Expulsion**

This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

### **Grounds for Expulsion**

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil responsible for serious damage to property.
- Actions / Comments of a sexual nature.

### **Automatic Expulsion**

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault /Continuous Comments of a sexual nature
2. Possession of illegal drugs
3. Supplying illegal drugs to other pupils in the school

4. Actual violence or physical assault
5. Serious threat of violence against another pupil or member of staff.
6. Serious threat against another pupil or member of staff through social media.

#### **Procedures in Respect to Expulsion**

1. Detail investigation by school principal
2. Recommendation by principal to BoM
3. BoM considers Principals recommendation and holds hearing
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision.

#### **Related Policies**

- Anti-Bullying
- Health & Safety Statement
- Admission and Enrolment Policy
- Child Protection Policy

#### **Conclusion**

The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self-discipline.

#### **Ratification**

This Policy was ratified by the school Board of Management on 09/12/2021

Signed: \_\_\_\_\_

Kevin McCarthy  
Chairperson of the Board of Management