

Code of Behaviour

1. Aims:

- (a) In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development.

Whole School Approach to Promoting positive behaviour:

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 the staff and between staff, parents and pupils.

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school.

The school places greater emphasis on rewards than on sanctions in the belief that this will in the long run, give the best results. Reward systems are in place.

School Rules are kept to a minimum. The development of the pupil's sense of responsibility for himself and then for others underpins our approach.

Communication Strategies to Promote Code of Behaviour

- It is agreed that an effective Code of Behaviour should be effectively communicated.
- All staff have agreed the policy. New staff receive a copy of the code.
- The school's SPHE programme is used to support the Code of Behaviour. It aims to promote communication, conflict resolution and appropriate ways to interact.
- Pupils are invited to draft rule for the classroom in order to implement a class behaviour system which mirrors the school code.
- At assembly the Code is referred to as necessary.
- All parents receive a copy of the Code upon enrolment. Any changes are communicated through provision of an update policy.
- In the school homework journal a copy of this code is provided and parents are reminded to read the Code there. Parent support the Code by ensuring that their children attend regularly and punctually, help their children in completion for homework and attend meetings at the school if requested.
- The Board of Management supports the Code through reviewing the policy and ensuring that all procedures for handling serious breaches of behaviour are in place.

Positive Strategies for managing Behaviour

The code is designed to apply to behaviour in the classroom, in the school grounds and in all situations where the pupils are under the care of the school.

The code is presented in a positive manner.

Each teacher is requested to remind pupils of this code in the journal.

Safety

For my own safety and that of others -

- (a) I should be careful coming to and going from school.
- (b) I should always walk while in the school building.
- (c) I should remain seated in class and while eating lunch.
- (d) I should keep left while walking up or down the stairs.
- (e) I should take care in the schoolyard and always show respect for my fellow pupils.
- (f) I should bring a note of explanation prior to or following absences.
- (g) I should never leave the school grounds without the permission of the Principal.

Caring for Myself

- I. I should respect myself and my property, always keeping my school bag, books and copies in good order.
- II. I should always be in school before the bell rings 8.50 a.m.
- III. I should show respect for my school and wear the complete school uniform everyday.
- IV. I should always be aware of my personal cleanliness.

- V. I should always bring a nutritional lunch to school. Crisps, fizzy drinks and sweets are not permitted. On Friday's a small treat is allowed (e.g. a mini bar). Chewing gum is never permitted.
- VI. I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

Caring for Others

- I should be kind and respectful to all staff members by being mannerly and polite.
- I should be kind and respectful to fellow pupils by being mannerly and polite
- I should behave well in class so that my fellow pupils and I can learn.
- I should always keep my school clean. I should show respect for the property of my fellow pupils, the school building and grounds.
- I should be truthful and honest at all times.

Rewards and sanctions

Praise may be given by means of any one of the following:

- Quiet word or gesture to show approval.
- A comment in a pupil's exercise book.
- A visit to another member of staff or to the Principal for commendation where appropriate.
- A word of praise in front of a group or class
- A system of merit marks
- Delegating some special responsibility or privilege.
- A mention to parent, written or verbal.

- “Man of the week” recognition at school assemblies.

The following strategies may be used to show disapproval of unacceptable behaviour.

- a) Reasoning with the pupil
 - b) Reprimand (including advice on how to improve)
 - c) Temporary separation from peers, friends or others.
 - d) Loss of privileges
 - e) Prescribing additional work (possibly requiring parents signature)
 - f) Referral to Principal
 - g) Communication with parents
- Suspension (Temporary)

Strategies for Dealing with Unacceptable Behaviour

The degree of misdemeanors i.e. minor, serious or gross will be judged by the teachers and /or the Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanors.

Examples of steps to be taken when dealing with regular occurrences of minor misdemeanors.)

Phase 1. (*within the classroom*)

- story of what happened
- one copy of school rules
- some written work
- All to be signed by parent
- Note in homework journal to be signed by parent.
- Temporary separation from peers

Phase 2 :

- (a) Send to Principal /Deputy Principal
- (b) Class teacher meets one/both parents.
- (c) Principal/Deputy Principal meets one/both parents concerning behaviour

Examples of steps to be taken when dealing with serious misdemeanors:

- (a) Send to Principal/Deputy Principal.
- (b) Principal enters offence in “Behaviour Book”.

(c) Principal contacts one/both parents by phone.

'Parents 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).

(d) Chairperson of Board of Management informed and parents requested to meet with Chairperson and Principal.

Managing aggressive or violent misbehaviour

Any child with emotional/behavioural difficulties will be referred to the appropriate services. There will be a whole school approach to dealing with ongoing Aggressive or violent misbehavior involving the class teacher, principal, special needs team, parents/guardians and outside agencies (SENO, NEPS psychologist)

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify... *'the procedures to be followed before a student may be suspended or expelled from the school concerned'* and *"the grounds for removing a suspension imposed in relation to a student."* (Sections 23(2) c, d)

Communication with parents will be verbal or by letter, depending on the circumstances. The parents concerned will be invited to come to the school to discuss their child's case. For gross misbehaviour or repeated instances of serious misbehaviour suspension will be considered. Aggressive, threatening or violent behaviour towards a teacher, other adult or another pupil may be considered as serious or gross misbehaviour, depending on circumstances. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and parents will be requested in writing to attend the school to meet the Chairperson and Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future or if the pupil's behaviour does not improve the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 130 (5) of the rules for National Schools. No suspension shall be for a period of more than 3 days.

In the case of gross misbehaviour the Board has authorised the Chairperson and Principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with Rule 130 (6).

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Pupil Absences

The attendance of pupils is recorded daily. All procedures are addressed in the school's attendance policy.

Parents/guardians must notify the school if child is absent. Notes from parents are required before or following any absence from school.

The school is required to notify the NEWB (National Educational Welfare Board) when absences total 20 days in one school year. The school also has the right to notify the NEWB where (Section 21 (4) (d) of the Act) a pupil is not attending regularly.

Children are supervised in the school yard from 8.30 a.m. by teacher on supervision duty and by a rota of SNA's. Parents are asked to collect children promptly at 2.30pm

The success of this Code can be indicated by:

- *Observation of positive behaviour in class rooms, playground and school environment*
- *Practices and procedures listed in this policy being consistently implemented by teachers*
- *Positive feedback from teachers, parents and pupils*
- *Effective communication of the Code throughout the school community*

The Board of management have reviewed this policy and it has been ratified. All parents have received/ have access to the Code of Behaviour



Ballyroan Boys' National School

GOOD BEHAVIOUR CONTRACT



- **Play well and play safe within the boundaries**
- **Respect all children and all adults**
- **Always go to an adult if you have a problem**

Please sign below to confirm that you understand these rules and that you will follow them every day.

Pupils Signature;

Parent Signature:
