

## *Code Of Behaviour*

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

*In Scoil Mhuire NS, 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.*

### *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 encourage the involvement of both home and school in the implementation of this policy*

### *Responsibility of Adults*

*The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their interactions 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.*

*A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.*

### ***School Rules***

- 1. We show respect for self and others*
- 2. We show respect for our own property and the property of others*
- 3. We show respect for other students and their learning*
- 4. We are kind and willing to help others*
- 5. We follow instructions from staff immediately*
- 6. We walk quietly in the school building*
- 7. We show courtesy and good manners*
- 8. We try to use respectful ways of resolving difficulties and conflict*
- 9. We ask permission to leave the classroom/school.*
- 10. We do our best in class*
- 11. We take responsibility for our own work*
- 12. We wear the appropriate uniform.*

### ***Class Rules***

*At the beginning of each academic year, the class teacher will draft a list of class rules with the children. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. 'Walk' and not, '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.*

*Part of the vision of Scoil Mhuire NS 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. 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.*

### ***Unacceptable Behaviour***

*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.*

*Examples of serious misbehaviour include:*

- *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 property*
- *Theft*
- *Bringing dangerous equipment to school*
- *Leaving school/school activities without permission.*

*Examples of gross misbehaviour include:*

- *Assault on a teacher or pupil*
- *Serious Theft*
- *Serious Damage to property*
- *Serious bullying*

### ***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 and make good choices*
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. *Reflection during lunch break for a maximum of 20 minutes.*
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)*

*Usually sanctions will relate as closely as possible to the behaviour.*

### ***Suspension and Expulsion***

*Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by email 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 considered at all times. Professional advice from psychological assessments will be invaluable.*

*The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.*

## *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*
- *Via direct email to the child's parents*
- *TextaParent service.*

## *Ratification of Policy*

*This policy will be reviewed by the Board of Management once in every school year.*

*This policy was adopted by the Board of Management on 26 June 2014*

*It was last reviewed on October 2023*

*Signed: \_\_\_\_\_  
Chairperson of Board of Management*

*Signed: \_\_\_\_\_  
Principal*

*Date: \_\_\_\_\_*

*Date: \_\_\_\_\_*

*Date of next review: October 2024.*