



*St. Nicholas' Parochial School*

# **Code of Behaviour Policy**

**November 2020**

## **CODE OF BEHAVIOUR**

Related Policies available on request:

1. Anti-Bullying
2. Health & Safety Statement
3. Admission (Enrolment) Policy
4. Child Protection Policy

## **INTRODUCTION**

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. Everyone 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 live a full life and will equip him/her to avail himself/herself 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 November 2019. The code has been considered by Staff, Education Welfare Officer and approved by the Board of Management.

## **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 stickers, stamps, positive cards and positive comments. 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
- Extra-curricular activities.
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### **BEHAVIOUR IN CLASS**

Courtesy and respect are essential. Disrespectful behaviour 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

## **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, spitting, pushing is forbidden. Games or activities considered to be dangerous will be disallowed.

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. Keep yard and school environment litter free and tidy
4. Stay clear of fire alarm and respect all school property
5. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.

## **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 on Aladdin or via phone call or email. Absences of 20 days or more must be referred by the school to Education Welfare Board. Any child wishing to leave school early must notify the school. The Education Welfare Officer is available to support parents with attendance issues. Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to office secretary. Daily attendance and punctuality are required from pupils.

## **MOBILE PHONES AND SMART DEVICES**

Use of mobile phones and other personal smart devices are not allowed be used during school hours. All phones must be switched off and handed to the class teacher at the beginning of the school day. Any infringement of this rule will involve the confiscation of the phone or any other electronic equipment and will only be returned to the parent or guardian of the pupil.

## **SCHOOL UNIFORM**

The school does not have a school uniform however all pupils are expected to present neat and tidy during the school day. Permanent or semi-permanent hair dye is not permitted during term time. For health and safety reasons, we strongly recommend that pupils' hair be kept out of their eyes during PE, sporting activities and teaching and learning time.

## **JEWELLERY**

Students are allowed to wear stud earrings and digital/analogue watches only.

## **MISBEHAVIOUR SANCTIONS**

1. Verbal Warning
2. Written Warning
3. Yellow Card
4. Red Card

## **SANCTIONS SERIOUS MISBEHAVIOUR**

### **Stage 1 – Simple booking/Warning**

Booking form – Pupil sent to principal at 11.00 or 1pm (note to parent on Aladdin)

### **Stage 2 – Booking & Detention**

Pupil gets a booking. Class/yard teacher recommends detention or principal gives detention (note to parents on Aladdin)

### **Stage 3 – Booking Detention and Contract**

If a pupil receives two detentions in any four school weeks, the class teacher and pupil go to the office and draw up a contract of behaviour. This contract will be signed in the presence of the principal. A copy of the contract will be posted to parents and returned and signed.

### **Stage 4 – Case Conference**

If a pupil receives more than three detentions in any four school weeks, 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.

### **Stage 5 – Internal Suspension**

Internal Suspension is when a pupil is removed from their own base class and is placed in another class for up to three school days. This will be activated when stages 1-4 are exhausted or when a serious of misbehaviour occurs.

### **Stage 6 – 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 their 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 7 – 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.

## **AUTOMATIC EXPULSION**

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
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.

## **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.

## **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.

### **Review**

This Policy will be reviewed in \_\_\_\_\_.

### **Ratification**

This Policy was ratified by a member of the school Board of Management on \_\_\_\_\_.

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

Chairperson of the Board of Management