



Holy Family NS Code of Behaviour Policy



Aims

- To create a safe secure 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 right 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 ensure that the school's expectations and strategies are widely known and understood through the parent information booklet (issued to parents on the pupils enrolment)
- To encourage the involvement of both home and school in the implementation of this policy.
- To encourage personal self-discipline

Roles and Responsibilities

A high level of good behaviour requires a strong sense of community within the school and a high level of co-operation among all levels of the school community. Every effort will be made by all to adopt a positive approach to the question of behaviour in Holy Family NS. The success of this code is the collective responsibility of the Board of Management, Principal, teachers, SNA staff, parents/guardians and pupils.

Board of Management.

The Board of Management have ultimate responsibility for the behaviour in the school. Responsibilities are to:

- Provide a safe, comfortable learning and teaching environment for pupils and staff.

- Co-operate with the school principal in reviewing and evaluating the Code from time to time.
- Support the Principal and staff in implementing a fair Code of Behaviour and Discipline in the school.
- Authorise the Principal to immediately suspend a pupil from school for a maximum of 3 days for gross misbehaviour.
- A special meeting of the Board of Management is necessary to authorise a further suspension (Rule 130 for National School).

Role of the Principal.

Within the school, the overall day to day responsibility for behaviour rests with the Principal. Responsibilities are to:

- Promote a positive school climate that is conducive to the intellectual, social, personal, emotional, moral and spiritual development of the pupils.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Ensure that policies are easily available to parents and staff.
- To ensure that the Code of Behaviour is reviewed and evaluated together with the Board of Management and staff.

Role of teachers and staff

Responsibilities are to:

- Support and implement the School's Code of Behaviour.
- Teach the Code of Behaviour and revise rules regularly.
- Communicate with parents/guardians, staff and pupils in a positive appropriate manner always with courtesy, integrity, respect, consistency and fairness.
- Be familiar with and follow the school's policies on Child Protection, Anti-bullying and Safety Statement and all other associated policies.
- Be familiar with the Teaching Council's Code of Professional Behaviour and practice for teachers.
- Be cognisant of their duty of care thus creating a safe, inclusive, welcoming, learning environment for all pupils irrespective of age, gender, race, ability or disability which enables all to reach their full academic potential.
- Show appreciation for the efforts and contribution of all pupils as well as recognising the individual talents and differences among some pupils.
- Praise positive behaviour and develop and nurture a sense of self-esteem and self-worth in each pupil.
- Keep opportunity for disruptive behaviour to a minimum by dealing appropriately with minor misbehaviours before they escalate.
- Keep appropriate records.
- Be familiar with and follow the school's policies on 'Grievance and Harassment'
- Support Colleagues.

- Each teacher has responsibility for behaviour in his/her classroom while also sharing a common responsibility of good throughout the school.
- Classroom Rules should be drawn up and reviewed annually.

Role of parents and guardians

Responsibilities are to:

- Ensure their child/children attend school regularly and punctually.
- Inform their class teacher in writing if their child is absent and the reason for absence.
- Ensure that the school has current addresses for all pupils and that school has up to date phone numbers for parents and other family friends in case of an emergency.
- Ensure that their child has a drink and healthy lunch every day in keeping with the school's policy on Healthy Eating.
- Insist that their child wears the full school uniform and has suitable clothing for outdoor playtimes.
- Ensure that their child has the correct books and other school requisites.
- Support their child's school work and oversee their homework. (see Homework Policy).
- Arrange a meeting with the class teacher/principal if they have any concerns or issues relating to their child/children and
- Attend formal parent/teacher meetings to discuss their child's progress and behaviour at school at least once a year.
- Communicate with staff with courtesy and respect thus modelling good behaviour.
- Encourage their child/children to have respect for themselves and others and for school property, their own property and the property of others.
- Familiarise themselves with the schools Code of Behaviour and other associated policies and to support the implementation of these policies.
- Make the school aware of problems which may affect their child's behaviour.

Role of pupils

Pupils are expected to:

- Attend school regularly and punctually.
- Listen to their teachers, SNAs and follow their instruction and advice.
- Enter and exit the school building in an orderly fashion.
- Treat all staff members, themselves and other pupils with respect and courtesy.
- Wear their full school uniform each day.
- Respect the school building and property.
- Value the school environment.

General School Rules

Assembly time/Dismissal time

- On arrival, children should line up in an orderly fashion at their designated assembly area
- All pupils should be at school by 9.20am for start of school.
- School finishes at 2.00pm for Junior and Senior Infants and 3.00pm for all other pupils.
- Junior/Senior Infant parents must collect their children at the designated doors.
- The senior pupils should proceed to their arranged pick-up places immediately after 3.00pm.
- Pupils should not be in the school yard before 9.10am or after 3.10pm. The Board of Management will not be responsible for pupils outside of these times.

Rules for the corridors/around the school

- Pupils should walk in an orderly fashion on school corridors,
- Pupils should give way to grown-ups and to smaller children.
- Be polite – say hello teacher, good morning teacher, dia duit, maidin maith etc.
- Pupils should respect school property and other children's work – do not touch displays or notice boards.

Classroom Rules

- Each class teacher will draw a set of rules for his/her own classroom at the beginning of each school year

Behaviour in the playground:

- Pupils should play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden (e.g. pushing, shoving wrestling, headlocks, jockey backs, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, charging in groups, bad language, exclusion). Unfair treatment, bullying or isolation of any child is not only unacceptable but could, in serious cases, lead to suspension.
- Pupils should play fairly at all times
- If choosing to play football/basketball at break times, no rough or unfair play is permitted.
- Pupils are not allowed to swing off or slide on the railings at the side entrance of the school or play on the ramps at the front of the school or at the side entrance.
- Climbing over the walls around the school or on the school building itself is forbidden.
- Pupils must remain in designated areas in the school yard.
- Pupils must answer the bell promptly at the end of break time and proceed to their designated line.
- Pupils must not return to their classroom or leave the playground during break time except with the permission of the teacher/SNA on yard duty.
- Pupils must report incidents or accidents to the teacher on duty.
- Pupils should be polite and courteous to staff at all times.

- Food or food packaging should not be taken out to the yard
- Pupils should be aware of everyone being included throughout playtimes

On wet days

Children remain in their class rooms during break time and they are expected to

- Do the activities given to them by the class teacher or supervising teacher
- Remain seated throughout break time unless otherwise instructed.

Swimming Lessons

Children must

- Stay on the footpath walking to and from the pool and avoid shouting or loud talking.
- Follow the instructions of the class teacher with regard to designated crossing areas.
- Listen to and follow the instructions of the swimming instructor.
- Dress quickly after their session.

School Outings/Trips

Pupils must

- Return the parental permission slip to their class teacher by the specified date.
- Be respectful and courteous at all times to bus drivers, tour guides and all other people encountered on a trip
- Enter and leave the bus in an orderly manner.
- Sit in their seat, wear their seat belt and avoid distracting the driver

Promoting Positive Behaviour.

Part of our schools vision is to “give each child a secure, caring, stimulating environment which will challenge each one to his/her full potential”. We recognise that there are many different forms of intelligence and abilities and that similarly children use a variety of strategies to solve problems. Our reward system caters for pupils of all abilities and talents. All children deserve encouragement to attain their best. There is a general expectation of good behaviour throughout the school from the time the doors are opened to admit pupils. Classes line up in an orderly manner and wait in queues until the teacher is ready. The children’s respect for teachers, Special Needs Assistants, their peers and school property is demonstrated in their use of respectful language and good manners.

All teachers use praise and acknowledgment and all staff are encouraged to laud individual children’s achievements.

Praise is given for the maintenance of good standards as well as for particular noteworthy personal achievements.

Pride in the school and a sense of child's place in it is fostered through the use of positive strategies such as:

- Ensuring that pupils are treated fairly, equally, firmly and consistently.
- A quiet word or gesture to show approval. Acknowledge good behaviour immediately to promote continuing good behaviour.
- Matching work with pupil's ability. Making sure children experience success.
- A comment in a pupil's copy book/diary.
- A mention to a parent written or verbal.
- A visit to another teacher's classroom or principal's office for commendation.
- A word of praise in front of a group/class or whole school assembly.
- Delegating some responsibility or privilege for example the class captain or group leader.
- Drawing up a contract to enable the behaviour of a pupil to improve (to be done with a parent present)
- Recording improvement in behaviour. Informing parents of this.
- Communication with Parents/guardians is important in maintaining a positive approach to dealing with children's behaviour. Parents and teachers should be consistent in their approach and should develop a joint strategy to dealing with specific behaviours. Co-operation and openness is vital. Parents/guardians should be able to talk in confidence about any problems in a child's life past/present that may be contributing to certain behaviours.
- Open discussion on matters of concern so as to resolve issues.
- The SPHE programme supports our Code of Behaviour. It develops the pupil's communication skills, conflict resolution skills, fosters self-esteem and self-worth and accommodates differences, inclusion and acceptance.
- Implementation of circle time as a teaching strategy.
- Display photos of achievement, sports events, work displays, project work and liturgical celebrations.

Rewards that teachers may use to acknowledge good behaviour include

- Verbal praise
- Written acknowledgement in homework journal
- Stickers/stamps
- Homework passes
- Extra play time
- 'Golden Time'
- Class outings
- Whole-school trips

- Film showings
- Small prizes (stationary, books, etc)
- Cinema passes

Sanctions

The general standard of behaviour in our school is very good. This reflects great credit on parents, pupils and staff alike.

However from time to time some pupils misbehave and consequently sanctions need to be applied.

The use of a sanction or consequences should be characterised by certain features such as:

- It must be clear why the sanction is being applied.
- The consequences must relate as closely as possible to the behaviour.
- It must be made clear what changes in behaviour are required to avoid further sanctions.
- Group punishment should be avoided as it breeds resentments.
- There should be a clear distinction between minor, serious and gross offences.
- Parents should be informed of any serious or gross misdemeanours and the sanction applied

The purpose of a sanction is to bring about a change in behaviour by:

- Helping the pupils to learn that their behaviour is unacceptable.
- Helping pupils to recognise the effect of their behaviour and actions on others.
- Helping pupils (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 pupils to learn to take responsibility for their behaviour.
- Prevent the behaviour occurring again and if necessary to help pupils devise strategies for this.
- To prevent serious disruption of teaching and learning.
- To keep the pupil or other pupils/staff safe.

A sanction may also:

- Reinforce the boundaries set out in the Code of Behaviour.
- Signal to other pupils and to staff that their wellbeing is being protected.
- Sanctions will always be applied according to the gravity of the misbehaviour, with due regard for the age and emotional development of the child.

The degree of misdemeanours i.e. minor, serious or gross will be judged by the class teacher, teacher on yard duty or principal based on a common sense approach with regard to the gravity and frequency of such misdemeanours.

Misbehaviours

Following an audit of common misbehaviours the teachers have categorised the behaviour as follows:

Examples of Minor Misbehaviours (Not limited to this list)

- Homework not done, no note
- Rudeness (isolated incident)
- Using bad language (isolated incident)
- Running on the corridors and in the classroom
- Borrowing items without asking
- Throwing objects e.g. rubbers, paper planes around the classroom
- Speaking out of turn
- Messing or loitering in the toilet areas
- Not wearing school uniform
- Swinging on chairs
- Bringing chewing gum to school
- Littering
- Pushing in the line
- Not obeying the bell
- Disrupting teaching and learning (isolated incidents)

(Persistent minor misbehaviour will be regarded as serious misbehaviour)

Sanctions for Minor Misbehaviours may include:

- Verbal reprimand.
- Reasoning with the pupil including advice on how to improve by setting realistic targets.
- Pupils staying with teacher (Junior and Senior Infants).
- Temporary separation from peers in classroom (move to another seat)
- Loss of privileges or rewards.
- Note home in the journal
- Patterns of persistent repetitive misbehaviour to be documented by teacher and parent/guardian to be informed.

Examples of Serious Misbehaviour (Not limited to this list)

- Persistent minor misbehaviour
- Excluding and isolating others on an ongoing basis
- Disrespecting others on an ongoing basis
- Threatening language or actions
- Consistently failing to do homework.
- Intentionally physically hurting another child
- Fighting.
- Stealing.
- Using bad language (on a regular basis)
- Rough play.
- Disrupting the teaching and learning on an ongoing basis
- Disrespecting teachers and SNA's.
- Verbal taunting or name calling
- Deliberately kicking the ball out of bounds.
- Belittling or personal comments (ongoing)
- Interfering with other children's belongings (ongoing)
- Taking mobile phones to school.
- Damage to school property or equipment

(Persistent serious misbehaviour will be regarded as gross misbehaviour)

Sanctions for Serious Misbehaviour

In all cases:

- The principal will be informed
- The pupil will be asked to write an account of their misdemeanour and get this signed by a parent.
- Parent/guardian will be informed/or sent for.
- 'Serious misdemeanour sheet' (Appendix 1) will be sent home to be signed by a parent and returned to the school to be kept on file

At the teacher's discretion:

- Pupils will be immediately removed from activities if endangering self or others.
- Separation from peers for a period (remove from classroom as arranged by class teacher with colleagues).
- Lunchtime detention (supervised)

- Extra work prescribed
- Exclusion from representing the school

Gross Misbehaviours (not limited to this list)

- Persistent serious misbehaviour
- Seriously assaulting another pupil or member of staff (hitting, punching, biting, kicking and spitting).
- Serious damage to school property.
- Serious physical violence which threatens the safety of self and others.
- Taking drugs, alcohol or cigarettes to school.
- Leaving the school premises without permission.
- Premeditated stealing.
- Sexual Assault.
- A single incident of gross misbehaviour may be grounds for immediate suspension.

Sanctions for Gross Misbehaviours

- Principal/Deputy Principal contacts parents/guardians (by phone) immediately to attend a meeting in the school.
- While waiting for the parents/guardian presence in the school the pupil is removed from the class/yard.
- After a “cooling down period” the pupil writes an account of what happened.
- Parents/guardian may be asked to remove the pupils from the school (with work) until such time as they can give an undertaking that this type of behaviour will not be repeated.
- The Board of Management has authorised the Chairperson/Principal to sanction immediate suspension of up to three days following discussion with parents/guardian.
- If the parent/guardian does not attend this meeting the pupil may be suspended and the parents/guardian informed by letter.
- Written records of the incident are kept.

Procedures for Suspension and Expulsion.

Suspension

In the case of a single incident of gross misbehaviour or repeated incidents of serious behaviour the Board of Management has the authority to suspend a pupil. The Board of

Management of Holy Family NS has delegated the authority to the School Principal to suspend a child for **three days.** If a Board of Management Meeting is required to further consider the issue and/or to apply further sanctions this period may be extended to a maximum of 5 days.

Fair procedures based on the principles of natural justice will prevail when a suspension is being considered.

Fair procedures have two essential parts as per pages 67 and 68 'Developing a Code of Behaviour: Guidelines for Schools'. Available at newb.ie

- The right to be heard.
- The right to impartiality.

Procedures in respect of Suspension as per NEWB Guidelines for Developing a Code of Behaviour 2008.

The decision to suspend a pupil requires serious grounds for example:

- The pupil's behaviour is infringing on the education of other pupils.
- The pupil's continued presence in the school constitutes a threat to other pupils, staff and school community.
- The pupil's risk to damaging property.
- **A single incident of gross misbehaviour may be grounds for suspension.**

The following steps will be taken in the event of the decision by the Board to suspend:

- The Board of Management will convene a meeting as soon as possible.
- Investigation of the facts to confirm misbehaviour will be conducted.
- Parents/Guardians will be informed by phone, in writing or verbally about the incident.
- Principal/ Chairperson notifies Parents/Guardians in writing of the decision to suspend.
- The letter should state the dates for which the suspension applies.
- The reason for the suspension.
- Arrangements in place, if any at this point for pupils return to school.

Records and Reports

Formal written records will be kept of:

- The investigation.
- The decision-making process.

- The decision and the rationale for the decision
- The duration of the suspension and any conditions attached to the suspension.

The Principal will report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21 (4) (a)).

Parents/Guardians have the right to appeal a Board of Management decision to suspend to the Secretary General of the Department of Education and skills where the total number of days for which the student has been suspended in the current school year reaches **twenty days**.

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person. In this instance the Parents/Guardians will be required to collect the child before the full investigation is complete, but otherwise the procedures above apply.

Removal of Suspension

Following a period of suspension, the parents/guardians must give a satisfactory undertaking that the pupil will behave in accordance with the school Code of Behaviour on his/her return to school. The principal must be satisfied that the reinstatement of the pupil will not constitute a risk to the pupil's own safety or to that of the other pupils or staff.

Fair procedures based on the principles of natural justice will prevail when a permanent exclusion is being considered.

Fair procedures have two essential parts as per pages 67 and 68 Developing a Code of Behaviour Guidelines for schools.

- The right to be heard.
- The right to impartiality.

Expulsion/Permanent Exclusion

- The Board of Management of a recognised school has the authority to permanently exclude a student.
- When all other avenues have been exhausted with regard to pupil management the Board may have to permanently exclude a pupil from the school.
- In the event of a permanent exclusion the Board of Management adopts fully the procedures outlined in Chapter 12 (pages 80/87) of "Developing a Code of Behaviour, NEWB Guidelines.

- A detailed investigation directed by the Board of Management to be carried out by the Principal .
- Inform the parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- A recommendation to the Board of Management by the Principal (pge 84 NEWB Guidelines).
- Consideration by the Board of Management of the Principal's recommendation/professional view that a permanent exclusion maybe warranted.
- The holding of a Hearing.
- Give the Parent(s) and pupil the opportunity to respond before a decision is made by inviting them to this hearing.
- Board of Management deliberations and actions following the hearing (page 85 NEWB Guidelines)
- If the Board of Management is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 days have elapsed after NEWB have received written notification. The NEWB should be notified using a **Notice of Intention to Expel form** which is available on ww.schoolreturn.ie or from their helpline (1890 36 3666). This form should be completed and sent to **School Return Section, National Educational Welfare Board, 16-22 Green St. Dublin 7.**
- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

Success Criteria for this Policy

- Atmosphere of Discipline in the school.
- Children are aware of school Rules.
- Staff apply sanctions fairly and consistently.
- Growth in self-discipline.
- Co-operation between parents/guardians, pupils, teachers and SNA staff in implementing the Code.
- Positive feedback on behaviour.
- All children working and behaving to the best of their ability.

Monitoring and Review

All staff members have responsibility for the implementation of the Code of Behaviour and Anti-Bullying Policy.

Each class teacher is responsible for discipline in his/her own classroom.

Teacher/staff should also respond to any incidents of misbehaviour that they encounter, outside their own classroom, corridors/yard etc.

The Principal is responsible for monitoring the effectiveness of the policy and review at staff level regularly and reporting any areas that need review to the Board of Management.

The Board of Management has ultimate responsibility for discipline in the school and a duty to ensure that a fair Code of Discipline applies therein.

This policy was written in consultation with all school staff, parents and the Board of Management.

It will be reviewed annually and will be amended accordingly.

The policy was ratified by the Board of Management at a meeting on 27th March 2019

Signed: _____
Chairperson BOM

Date: _____

Serious misdemeanour report

Appendix 1

Dear parent,

Unfortunately your child has engaged in serious misbehaviour, as outlined below, which is in breach of the school's Code of Behaviour. Please note the sanction which has been applied. A record of this misdemeanour will be kept on file. Should your child accumulate three serious offences within an eight school-week period or five in a school-year, this behaviour will be classified as gross misconduct and further sanctions applied

Breach of discipline

- Persistent minor misbehaviour
- Excluding and isolating others on an ongoing basis
- Disrespecting others on an ongoing basis
- Threatening language or actions
- Intentionally physically hurting another child
- Fighting
- Stealing
- Using bad language (on a regular basis)
- Rough play (on a regular basis)

- Disrupting the teaching and learning on an ongoing basis
- Disrespecting teachers and SNA's
- Verbal taunting or name calling
- Deliberately kicking the ball out of bounds.
- Belittling or personal comments (ongoing)
- Interfering with other children's belongings (ongoing)
- Taking mobile phones to school.
- Other _____

Sanction(s) applied

Pupil immediately removed from an activity

Principal informed

Written account of misdemeanour to be completed and signed

Additional written work to be completed

Parent/guardian informed

Meeting requested with parent/guardian

Separation from peers for a period

Lunchtime detention

Loss of privileges

Exclusion from school trip/event

Teacher signature: _____

Date: _____

Parent signature: _____

Date: _____