

Code of Behaviour Policy

Code of Behaviour for St Colmcille's N.S.

Mission Phrase: St Colmcille's NS is a Catholic, primary school which strives to provide a structured, caring, happy and secure environment where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. We will strive to provide an appropriate education for every child in our school.

“Ní neart go cur le chéile”

Code of Behaviour

Introduction and Rationale

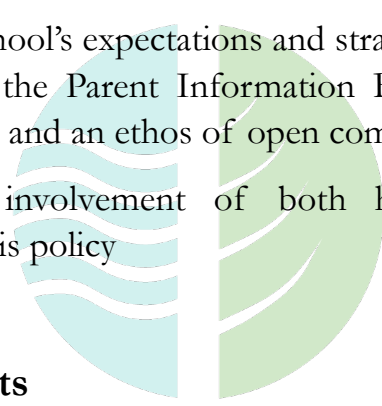
The Board of Management (BOM) of St. Colmcille's is required by legislation to prepare and make available a Code of Behaviour for the students. The Education Welfare Act, stipulates that the Code of Behaviour must be prepared in accordance with the guidelines issued by the National Educational Welfare Board (NEWB).

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. In St. Colmcille's we aim to achieve standards of behaviour that are based on the principles of honesty, respect, consideration, and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

The primary objective in drawing up this policy was to create a system that would be known to all, would be similar in each class, would involve parents, would have an easily understood recording system and would incur the same sanctions in cases of unacceptable behaviour. This system is designed to reward positive behaviour and discourage negative behaviour. It is also designed to ensure that the individuality of each child is accommodated, while at the same time acknowledging the right of every child to be educated in a relatively disruption-free environment.

Aims of the Code

- To create a positive learning environment that encourages and reinforces good behaviour

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- The logo of St. Columbkille's National School is a circular emblem. The left half is light blue with white wavy lines representing water. The right half is light green with white lines representing a tree. The text 'St. Columbkille's National School' is written in a light blue, stylized font across the middle of the emblem.
- 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 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, School Newsletter, availability of policies and an ethos of open communication
 - 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 dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to;

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Promote the use of inclusive and respectful language
- Provide a healthy physical environment
- 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 everyone

School Rules

Our school rules emphasise the following;

- Respect for ourselves
- Respect for all staff and fellow pupils
- Respect for property and the environment
- Respect other students and their learning
- Kindness and willingness to help others
- Follow instructions from staff immediately
- Walk quietly in the school building
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom
- Do your best in class
- Take responsibility for your own work and behaviour
- Playing safely in the yard
- Eating a healthy lunch

These can be summed up as seven main rules;

- Respect/Be nice
- Do your best
- Be tidy
- Be safe
- Walk
- Listen
- Eat healthily

At the beginning of each academic year, each class teacher will draft a list of class rules with the children. These reflect and support the school rules but are

presented in a way that are accessible to the children. Class rules are kept to a minimum and are devised with regard for the health, safety, and welfare of all members of the school community. Rules will be applied in a fair and consistent manner with due regard to the age of the pupils and to individual difference. The school rules are displayed prominently in every classroom and pupils' attention is drawn to them at the beginning of the school year and other times as the need arises. The school rules are also available in the school diary.

Incentives

Part of the vision of St. Colmcille's N.S. is to help children to achieve their personal best – academically, intellectually, and socially. We recognise there are many different types of intelligence and that similarly children use a variety of approaches to solve problems. Rewards systems which are based on academic merit or extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encourage to attain their own personal best. Children will be encouraged, praised, and always listened to by adults in the school. Praise is earned by the maintenance of good standards as well as particularly note worth personal achievements. Genuine praise will be awarded for behaviour as well as for work. We also ensure that once a reward has been granted, it will not be withdrawn for any reason.

The following are some examples of how praise might be given;

- A quiet word or gesture to show approval
- A proactive comment in a pupil's exercise book
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to Parent, written or verbal communication
- Inclusion in end-of-term positive behaviour draw
- A Pupil of the Week/Month certificate

Unacceptable Behaviour

Three levels of misbehaviour are recognized;

- Minor
- Serious
- Gross

Teachers and/or Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour.

All everyday instances of minor misbehaviours will be dealt with by the class teacher or the supervising teacher at break-times.

Minor Misbehaviours (See Appendix 1)

Examples of Minor Misbehaviours include;

- Interrupting work in the classroom
- Being discourteous/unmannerly
- Running in the corridors
- Leaving the classroom without checking with the classroom
- Leaving the yard to go indoors without checking with the supervising teacher/SNA
- Not adhering to Healthy Lunch Policy
- Late in the morning (without explanation)
- Unfinished homework (without explanation)
- Keeping a mobile phone in their bag during class time
- Throwing litter about and not using bins provided

Class teachers will keep a running record of minor misbehaviours. If a pattern of minor misbehaviours appears, the class teacher may inform Parents/Guardians.

Serious Misbehaviours (See Appendix 1)

Single instances of serious misbehaviour will be dealt with by the Class Teacher in conjunction with the Principal. Any single incident may be brought to the Parent/Guardian's attention at the discretion of the Principal.

In cases of **repeated serious misbehaviours** Parents/Guardians will be involved in an early stage and invited to meet the Class Teacher and Principal to discuss their child's behaviour.

Examples of Serious Misbehaviours include;

- Behaviour that is hurtful including threats, bullying, harassment, discrimination, racism, and victimisation
- Using violent and/or aggressive behaviour towards others
- Verbal abuse of a Teacher/SNA/Other Adult/Pupil
- Intentional use of bad language
- Behaviour that interferes with teaching and learning on a daily basis
- Damage to school property
- Theft
- Using a mobile phone at school/taking photographs

Gross Misbehaviours (See Appendix 1)

Parents/Guardians will be informed immediately by the Principal if there is **one incident of gross misbehaviour**.

Examples of Gross Misbehaviours include;

- Physical abuse of a Teacher/SNA/Other Pupil/Other Adult
- Serious aggressive, threatening, or violent behaviour towards a Teacher/SNA/Other Pupil/Other Adult
- Bringing dangerous implements to school
- Leaving St. Colmcille's without permission
- Serious damage to property, e.g. structural damage to school building, broken window, damaged teacher's car, etc.
- Bullying over a prolonged period of time after earlier interventions

- Carrying drugs/alcohol/cigarettes/dangerous substances/electronic cigarettes (e-cigarettes)
- Spitting
- Physical fighting in the classroom or on the yard
- Engaging in any action that could injure another pupil, including cyber-bullying
- Refusal to comply with instructions
- Extreme non-compliance

COVID-19 Adendum

During the current COVID-19 crisis, we all have a responsibility to keep each other safe and well. In order to do so, we have high expectations of our students to follow the rules and guidelines of the school related to;

- Following any altered routines for arrival or departure
- Following school instructions on hygiene such as hand washing and sanitizing
- Following instructions on who pupils can socialise with at school, e.g., remaining in class bubble, individual pods, etc.
- Moving around the school following specific instructions, e.g., one-way systems, specific entrances /exits, etc.
- Expectations to use good etiquette
- Expectations when sneezing, coughing, tissue use and disposal (Catch it, Bin it, Kill it)
- Telling an adult if they are experiencing symptoms of COVID-19
- Using rules about sharing any equipment or other items including lunches, etc.
- Amended expectations about break and play time, including where children may or may not play (specific assigned times and areas/timetabled)
- Use of toilet facilities

Students must not spit or deliberately cough on another student or staff member. This will be considered a serious misbehaviour and will be dealt with according to our behaviour policy.

Sanctions

Our use of sanctions or consequences are characterised by the following features;

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment will be avoided
- A clear distinction is made between minor and major offences
- The focus is always on the behaviour rather than the person
- Pupils will not be deprived of engagement in a school-based curricular area, except on the grounds of health and safety

The aim of any sanction is to prevent the behaviour occurring again and if necessary, to help pupils to devise strategies for this.

The following strategies will be used to show disapproval of unacceptable behaviour;

1. Reasoning with the pupil.
2. Verbal reprimand including advice on how to improve the behaviour.
 - a. Three verbal warnings (2 yellow, 1 red) after behaviour to be worked on is identified.
3. Removal to quiet area in his/her own classroom to consider his/her actions.
4. Removal to Resource Room to discuss behaviour with agreed Resource Teacher.
 - a. Filling out 'My Own Think Sheet' or 'Reflection Sheet'. This sheet will describe the incident. It will be signed and dated by the Student, Parent, and Teacher and kept on file by Classroom Teacher (Appendix 2).

5. Removal to Principal's Office and name is recorded in Record Book.
6. Three incidences in Record Book and Principal will meet with Parent(s)/Guardian(s).
7. Pupils who misbehave frequently may not be allowed to participate in school outings for their own safety and that of other pupils.
8. If Parent(s)/Guardian(s) are called a second time, suspension is discussed
9. Parents are required to meet Principal after one week to review their child's behaviour.
10. If misbehaviour continues, the Board of Management (BOM) will be consulted; suspension may be considered.

Suspension

Suspension of a pupil will only be considered for gross misbehaviour or repeated instances of serious misbehaviour. In such cases, both the Pupil and Parent(s)/Guardian(s) concerned will be informed about the complaint. The Parent(s)/Guardian(s) will be invited to the school to discuss the child's case and will be given an opportunity to respond. If the Parent(s)/Guardian(s) 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 relevant parties with due regard to records of previous misbehaviours, their pattern and context, sanctions, interventions used, and their outcomes, and any relevant medical information. Suspension will be in accordance with the NEWB Guidelines 2008.

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 authorize 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 Parent(s).

Removal of Suspension

Following or during a period of suspension, the parents/guardians may apply to have the pupil reinstated to the school. The parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school discipline 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/guardians, the class teacher, learning support/resource teacher and Principal. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will inform our approach in all such cases.

Appeals

An opportunity to appeal a decision to suspend a pupil will be available by means of a process provided by the Board of Management and/ or Patron.

Records and Reports

Formal written records will be kept of:

- The investigation (including notes of all interviews held)
- 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 all suspensions to the Board of Management, with the reasons for, and the duration of, each suspension. The Principal will also report

suspensions in accordance with the NEWB reporting guidelines (Education Welfare Act, 2000).

Review of use of Suspension

The Board of Management shall review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that the use of suspension is appropriate and effective.

Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education & Welfare Act 2000. Before expelling a pupil, the Board of Management shall notify the Education Welfare Office (E.W.O.) in writing in accordance with Section 24 of the Education Welfare Act and will outline the reasons for the proposed expulsion. An opportunity will be provided to the EWO to find a solution/ suitable alternative placement and the pupil will not be expelled until 20 days after the EWO has been notified about the case. Right of Appeal: The Board of Management recognises that under Section 29 of the Education Act, the parents/guardians of an expelled student may appeal the decision to the Secretary General of the DES.

Roles and Responsibilities

All members of staff of St. Colmcille's N.S. are responsible for communicating and implementing the Behaviour Code in a fair and consistent manner. It is the overall responsibility of the Principal and Board of Management to ensure that procedures are followed as laid out in this policy.

Information and Communication

Communicating with parents is central to maintaining a positive approach to dealing with behaviour issues. Parents are encouraged to talk in confidence to

teachers about any significant developments in a child's life which may affect the child's behaviour. The Behaviour code is communicated to parents by means of:

- Information for Parents Booklet
- Pupil's Homework Journal
- School Website
- Informal and Formal Parent-Teacher meetings

Reference to other relevant policies

- Child Protection
- SPHE
- STAY SAFE
- Enrolment
- Health & Safety
- Anti-Bullying Policy
- Special Educational Needs Policy (SEN)
- Healthy Eating
- Acceptable Use/IT
- Mobile Phones



Success Criteria

This policy will be deemed to be successful when the following are observed:

- Positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by Teachers
- Positive feedback from Teachers, Parents and Pupils.

Ratification and Communication

This policy was ratified by the Board of Management of St. Colmcille's National School. A copy of the policy is available on the school website and policy contents will be communicated to Parents by way of the school newsletter. A hard copy of the policy is available for inspection in the Principal's office.

Signed: Seamus Moran (Chairperson BOM)



Date 9th November 2021

Next Review scheduled for November 2024.



Appendix 1: Example Behaviour and Corresponding Sanctions

MINOR MISBEHAVIOUR	
EXAMPLES	SANCTIONS
➤ Interrupting work in the classroom ➤ Leaving the classroom without checking with the Class Teacher ➤ Discourteous / Unmannerly behaviour ➤ Being untidy, throwing litter ➤ Late in the morning (not explained)	➤ Reason with the pupil ➤ Verbal reprimand ➤ Note in child's diary/email through Aladdin Connect
SERIOUS MISBEHAVIOUR	
EXAMPLES	SANCTIONS

➤ Behaviour that is hurtful including threats, bullying, harassment, discrimination, racism, and victimisation ➤ Using violent and/or aggressive behaviour towards others ➤ Verbal abuse of a Teacher/SNA/ Other Adult/Pupil ➤ Intentional use of bad language ➤ Behaviour that interferes with teaching and learning on a daily basis ➤ Damage to school property ➤ Theft ➤ Using a mobile phone at school/ taking photographs	➤ Make contact with parents ➤ Time out ➤ Think sheet ➤ Involve Principal ➤ Loss of privileges ➤ Removal from class for a period of time
GROSS MISBEHAVIOUR	
EXAMPLES	SANCTIONS

➤ Physical abuse of a Teacher/SNA/ Other Pupil/Other Adult ➤ Serious aggressive, threatening, or violent behaviour towards a Teacher/SNA/Other Pupil/Other Adult ➤ Bringing dangerous implements to school which may cause harm or risk to pupils and staff. ➤ Leaving St. Colmcille's without permission ➤ Serious damage to property, e.g. structural damage to school building, broken window, damaged teacher's car, etc. ➤ Bullying over a prolonged period of time after earlier interventions ➤ Carrying drugs/alcohol/cigarettes/ dangerous substances/electronic cigarettes (e-cigarettes) ➤ Spitting ➤ Physical fighting in the classroom or on the yard ➤ Engaging in any action that could injure another pupil, including cyber-bullying ➤ Refusal to comply with instructions ➤ Extreme non-compliance ➤ Using social media inappropriately or as a tool to bully other children – cyberbullying. ➤ Sharing of inappropriate or pornographic images on the school grounds.	➤ Sent to Principal ➤ Think sheet ➤ Meet with parents ➤ BOM Consulted ➤ Suspension ➤ Expulsion ➤ Depending on severity of misbehaviour the school will liaise with the local community guard as appropriate.
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Appendix 2: Think Sheet Sample

My Own Think Sheet

Name: _____ Class: _____ Date: _____

1. What I did or said?

2. Who did I do it to or say it to?

3. How do you think 'They' feel now?

4. Who else was involved?

5. Have you been involved in this type of behaviour before?

Yes

No

When? _____

With Whom? _____

6. What needs to be done now?

Signed (Pupil) _____ Signed (Parent) _____

Signed (Teacher) _____

Appendix 2(a): Think Sheet

Think Sheet

Name: _____ Class: _____ Date: _____

Why do **I** need to **think** about my behaviour?

What have **I** been doing?



Why am **I** doing it?

The Quay School

St.Columbkille's National School

Who does my behaviour affect?

What will happen eventually?

What are **you** going to do about it?



The Quay School

Signed (Pupil) _____

Date: _____

St.Columbkille's National School

Signed (Parent) _____

Date: _____

Signed (Teacher) _____

Date: _____