

**Code of Behaviour**

**Scoil Íosaif Naofa, Oranmore**

## Code of Behaviour Scoil Iósaif Naofa, Oranmore Boys N.S.

### **INTRODUCTORY STATEMENT**

Scoil Iósaif Naofa Code of Behaviour is the result of the ongoing consultation and collaboration between the Principal, staff, parents, and Board of Management. It was reviewed and reformulated during the school year 2009/2010 in the light of “Developing a Code of Behaviour – Guidelines for Schools”, issued by the National Educational Welfare Board (NEWB). The code was drawn up in consultation with the Board of Management and the parents and in discussion with the pupils. This will ensure a whole school approach to behaviour in our school.

In drawing up the Code, consideration has been given to the particular needs and the circumstances of the school and our pupils. The aim of the Code is to ensure that the individuality of each pupil is respected, while acknowledging the right of each pupil to education in a relatively disruption- free and safe environment.

### **RELATIONSHIP TO CHARACTERISTIC ETHOS OF THE SCHOOL**

Our Code of Behaviour relates to the mission statement of Scoil Iósaif Naofa Oranmore which is as follows:

***This is our school where we come to learn about our world  
And about how great each of us can be.  
May all here live happily together  
May our school be full of joy  
May love dwell here among us everyday  
Love of one another  
Love of all people everywhere  
Love of life itself  
And love of God  
Let us remember  
That as many hands build a house  
So many hearts make a school***

***Ar scáth a chéile a mhaireann na daoine***

## **AIMS**

- To promote good behaviour in our school
- To enhance the learning environment where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner

## **Attendance**

- When a pupil is absent, a written note explaining the reason for the pupil's absence must be given to the class teacher when the pupil returns to school. A template for reporting absences is being designed by the school and parents will be provided with these for use. If parents do not complete the absence form, this will be noted by teachers
- Parents are asked to note mid-term breaks and end of term closures when planning family holidays. It is inadvisable for pupils to miss time out of the school term due to holidays
- If a pupil is absent for 20 days the school is obliged to inform the NEWB. In the event of a pupil missing 20 days from school, parents will be informed of this in writing

## **Collection during the school Day**

If a pupil has to be collected during the school day a note must be provided to the pupil's class teacher that morning. The parent or designated person that collects the pupil is required to sign the pupil from the school using the class teachers 'sign out' notebook.

## **Content of Policy**

### BOM Responsibilities

- Support the school staff in the implementation of the Code of Behaviour
- Deal with incidents of misbehaviour that are reported to them in a fair and consistent manner

### Staff Responsibilities

- Foster mutual respectful relationships within the school which embody understanding, fairness and consistency
- Teach the pupils what is expected from them in the Code of Behaviour
- Develop a set of class rules at the beginning of the school year that reflect the school rules and display them in the classroom. These rules are developed in consultation with the pupils and are phrased in the positive and are signed by each person in the classroom and communicated with the parents/guardians.
- Keep a record of incidents of serious misbehaviour or repeated incidents of misbehaviour
- Provide support for colleagues
- Provide open communication with parents and use respectful ways of resolving difficulties and conflict

### Parents Responsibilities

- Be familiar with the Code of Behaviour and support the school in its implementation
- To support the school in all school and school related activities
- To ensure that their child/children is at school regularly and punctually. Children should be in the school yard for when the bell rings at 8.50am each morning
- To provide the school with a note explaining children's absences, or if children need to be collected early from school. Parents must also sign children out on collection during the school day.

- To ensure that homework is completed each night and on completion that the homework is signed. In exceptional reasons where homework is not complete a note of explanation must be provided to the child's class teacher
- To ensure that their child is in the school uniform coming to school each day-school tracksuit
- To adhere to the School Policy on Healthy Eating
- To arrange an appointment in writing or using the school phone if a parent wishes to speak to a teacher or the Principal about a particular issue
- To ensure that their child has the correct materials for school including uniform, books, stationery, recorders and all materials are labelled
- To communicate with the school in relation to any problems which may affect a child's progress or behaviour
- To use respectful and courteous means of resolving difficulties and conflict
- To provide the school with a note if a child is unwell or for any other reason cannot go to the yard at break-time

### Pupil's Responsibilities

- To follow the decisions that are agreed in the Code of Behaviour
- To respect school staff, fellow pupils and all visitors to the school
- To listen to their teacher and act on instructions or advice
- To demonstrate kindness, courtesy and good manners at all times
- To have the necessary books, stationery, clothing, recorder, sporting equipment for school and school activities and that all materials are labelled.
- To respect all school property and the property of other pupils
- To observe the Green School Code and ensure that all lunch refuse be taken home, e.g. papers, bottles, wrappers etc.
- To follow the Healthy Lunch Policy in the school
- Include other pupils in games and activities and not to hurt the feelings of others
- To welcome and care for new pupils, staff and visitors to the school.

- To participate in school and school related activities
- To speak to their class teacher or a staff member about any concerns they may have

### **School Rules**

1. I will be truthful and be honest.
2. I will be respectful of my own property, the property of others and school property.
3. I will do my homework to the best of my ability each night and get it signed when it is finished.
4. I will keep my classroom, the school toilets, the school and the school grounds clean and tidy so we can all work in nice surroundings.
5. I will walk in the school building and walk to the school gates for collection each evening.
6. I will make sure that for my own safety and that of others that the only visible jewellery I wear to school is a watch.
7. I will not bring my mobile phone to school unless it is necessary. If I must bring it to school I will ensure that it is switched off.
8. I understand that hats and hoodies and sweatshirts are not part of the school uniform and I will not wear them in class.
9. I understand that colouring of my hair or the wearing of earrings is not allowed.
10. I understand that card swapping, hand held computer devices and games involving the exchange of money is not allowed in school.
11. I understand that I am not allowed to use bad language, to name call, fight or engage in any kind of aggressive or bullying behaviour in the classroom or in the school grounds.
12. I understand that I am not allowed to bring any dangerous objects to school that may endanger myself or others.
13. I undertake to work to the best of my ability in class, to listen and pay attention and to follow the direction of my teacher or the supervising teacher at all times.

## **Playground Rules**

1. I remain in the play area assigned to my class during play time
2. I must get permission from the supervising teacher if I wish to leave the yard for any reason during break. I understand that I will get a pass from the supervising teacher or yard prefects and I will give the pass back to the teacher or yard prefects when I return to the yard.
3. I understand that for safety reasons that I am not allowed to leave the school grounds during break time.
4. I understand that one person in each class has responsibility to bring a football and cones to the yard at each break time. If a second football is required this person must get permission from the supervising teacher to get a second ball, but no more than two footballs may be given to a class during any break.
5. I understand that it is my responsibility to use the football properly and I hold the ball when an adult is passing.
6. I understand that only four people are allowed at a basketball ring at any one time
7. I understand that if I get injured on the yard and need assistance I must inform the teacher on duty who will then inform the class teacher. My class teacher will then administer first aid.
8. I understand that for my own safety and that of others I am not allowed to swing from the goalposts, basketball rings, the school railings or I am not allowed to climb the walls of the school.
9. I understand that for my own safety and that of others I am not allowed to engage in rough play, fighting, pulling, kicking and I am not allowed to tease others or use bad language.
10. I understand that I should not go behind the prefabs.
11. I freeze on the spot when the first bell rings and upon hearing the whistle I walk silently to my line. By the time the second bell ring I am standing silently in my line.
12. I behave in an excellent manner in my line, and while returning to my classroom and I do my best to adhere to the points system.

13. I must address all supervising adults on the yard in a respectful manner, show good manners and obey instructions on the yard at all times.
14. On wet days I must remain seated in my classroom and refrain from shouting. The lights in my classroom should remain on in my classroom unless I have permission from my teacher or the supervising adult to turn them off

**The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.**

### **Students with special educational needs**

Pupils with special needs will be required to follow the school's Code of Behaviour but teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanors, they will also show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant(SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

### **Whole school approach to promoting positive behaviour**

Promoting positive behavior is the main aim of the code. An understanding of the factors that influence behavior is fundamental to successfully implementing our code of behavior. Learning, relationships and behavior are inextricably linked. Good behavior is an outcome of

effective learning and good relationships, as well as an influence on how students learn.

**The following strategies are used to promote good behaviour in our school:**

- There are good relationships between teachers, parents and pupils and a happy school atmosphere
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established – e.g. entry to the classroom, settling down after break times, noise level for pair/group work. etc.
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree five to seven rules stated in terms of observable behaviours
- Teachers use a **classroom management plan** to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences that apply when a child fails to adhere to the rules
- Parents are welcome in our school and staff consult with them where necessary
- We acknowledge positive behaviour with a note in the homework journal, by praising children on their behaviour and by rewarding them (see below). This may vary from classroom to classroom and depending on the age of the children
- Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils
- Teachers are punctual at all assembly times
- Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences
- SPHE is used as a structure within which to address the teaching of social skills, self-esteem and respect and care for others
- Agreed yard rules are in place for the playground which are understood by all. Supervision arrangements are in place, including arrangements for wet days, pupils using the toilets and pupils who become ill or injured

**Approaches to Rewards and Praise**

Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results. Our approach to rewards and praise include the following:

- A quiet word or gesture to show approval
- Stickers, smiley faces, ink-stamps and/or stars on pupils work
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Informing parent – written/verbal communication. This could include a note in the pupil's homework journal or a note home
- Points, treats or stickers are awarded to individuals/teams/class for good behaviour and effort put into school and homework
- Extra privileges like extended computer time; extra story time, extended PE
- Special Class treats – golden-time; raffle; extra break/PE; watch a DVD; Homework passes; vouchers
- Positive comments to the Principal.
- Laoch na Seachtaine/ Pupil of the Week award
- First or last in the line after yard
- Sit beside my friend for a day
- Good note home award

While the above list is reflective of all classes and each teacher will choose rewards suitable to his/her class, whole school approaches to rewards include the Bob Eastwood award and Michael Diskin Award at the end of the year.

### **Responding to inappropriate behaviour**

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct.

The Code also specifies the disciplinary actions and supportive interventions that will be employed. The teaching staff of the school in consultation with the Principal will decide what sanction is most appropriate to the behaviour that has occurred.

### **Level One**

#### ***Level 1: Behaviours***

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students

learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. The list below is an example of Level 1 behaviours. Please note the list is not exhaustive and will be adapted by each class level and will be subject to change.

- Talking in class
- Swinging on the chair
- Fidgeting
- Shouting out of turn
- Not staying on task
- Distracting the work of others
- Leaving their seat without permission
- Smirking or subtle misbehaviours which may be potentially undermining in class
- Homework that is not fully complete
- Not behaving in the line after break
- Talking loudly in the corridors
- Running in the corridors
- Running out of school in the evening
- Low level answering back, discourteous or unmannerly misbehaviour
- Deliberately delaying instructions given by the teacher
- Other

### ***Level 1: Disciplinary Actions***

Each year in the month of September the class teachers will compile a behaviour record (see sample at the end of the code) which will reflect the types of misbehaviours that generally occur at that particular class level. A copy of this list specific to each class will be sent to the parents and discussed at the class meeting each September. When any combination of level one misdemeanours occur three times a note is sent home and children will remain in detention for some or all of their break time depending on the level of severity which will be judged by the class teacher as appropriate

### **Level Two**

#### ***Level 2: Behaviours***

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety

and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- A level one misbehaviour that is deemed serious enough by the class teacher to warrant a level two sanction
- Behaviour which is dangerous to self or others (e.g. shoving, spitting, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Cursing
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. aerosols, trading cards in the school)

### ***Level 2: Disciplinary Actions***

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. Some examples of Level 2 responses are:

- In school supervised detention
- Loss of privileges
- Removal to another classroom for time out
- Referral to the principal
- Meeting with parents/guardians
- Implementation of Behaviour Management Plan
- Suspension from school of one to five days, depending on the severity of the Behaviour

## **Level Three**

### ***Level 3: Behaviours***

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types

of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentionally bringing dangerous substances to school e.g. alcohol or cigarettes
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

### ***Level 3: Disciplinary Actions***

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document.

Level 3 responses:

- Referral to Board of Management
- **Suspension from school for one to five days:**

*This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.*

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

### **Procedures for Suspension**

The Board of Management and Staff of Oranmore N.S. will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour (Chapters 10 – 12).

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when 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 (p73). Automatic suspension will apply in the event of a student engaging in gross misbehaviour (see above).

The Board of Management will also take note of the factors to consider before suspending a student (p.72) and the factors to consider before proposing to expel a student (p82).

#### **In relation to suspension,**

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension
- The Board of Management has delegated responsibility for suspension to the Principal in the event that immediate suspension of a pupil is warranted (Guidelines p73). The parents/guardians and child will be invited to discuss the matter with the Principal and the procedures governing suspension will be applied
- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension
- A written statement of the terms and date of the termination of a suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. The letter will confirm;

- the period of the suspension and the dates on which the suspension will begin and end
  - the reasons for the suspension
  - any programme of study to be followed
  - the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the code of behaviour)
  - the provision for an appeal to the Board of Management the right to appeal to the Secretary general of the Department of Education and Science (Education Act 1998 Section 29).
- 
- The suspension will be recorded on the NEWB '*Student Absence Report Form*' (when applicable).
  - When a period of suspension ends, the pupil will be re-admitted formally to the class by the principal. The school will help the pupil catch up on work missed and the pupil will be given the opportunity and support for a fresh start
  - Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Principal and/or the chairperson of the Board of Management
  - If a pupil continues to misbehave s/he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil's parents/guardians to address the issues
  - As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management
  - The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively
  - Section 29 Appeal – when the total number of days for which the student has been suspended in the current school year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal

## 1. Expulsions

PROCEDURES FOR EXPULSION – The procedures outlined on pages 83 – 86 of the guidelines will be followed (see steps 1-6 below):

- Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence - see p. 81. Automatic expulsion will apply in the event that
  - ❖ The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
  - ❖ The pupil's continued presence in the school constitutes a real and significant threat to safety.
  - ❖ The pupil is responsible for serious damage to property.
  
- Step 1 – A detailed investigation carried out under the direction of the Principal
- Step 2 – A recommendation to the Board of Management
- Step 3 – Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing
- Step 4 – Board of Management deliberations and actions following the hearing
- Step 5 – Consultations arranged by the Educational Welfare Officer
- Step 6 – Confirmation of the decision to expel
  
- A record will be kept in the school of all instances of serious misbehaviour by pupils
- Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the Principal
- Other relevant school policies (eg. Health & Safety) will be referred to as appropriate.
- The school's Anti Bullying Policy is attached to this policy

## 2. Keeping Records

A standardized record system is developed within the school which will be kept in any incidents of serious misbehaviour by a student. A record system has also been established for recording incidents on the playground. All records in relation to suspension and expulsion will be carefully recorded and reported. All interventions aimed at helping the student deal with inappropriate behaviour will be recorded including use of sanctions. Records will be kept in accordance with the data protection act and the schools policy on records keeping.

## 3. Implementing the Code

- **Communicating the Code**

All parents will be provided with a copy of the code of behaviour before registration of the child as the student of the school. The parents must confirm in writing that the code is acceptable to them and that they will make all reasonable efforts to ensure compliance of the code by their child. The expectations of the code will be communicated to parents at a parent information evening.

- **Teaching students the behavioural and learning skills they need**

During the month of September at the beginning of each school year the pupils will be taught the behaviours that are expected from them. This will be done at each class level.

- **Securing parental support for the code**

Parental understanding and support for the code will be strengthened through:

Encouraging parents to share information about anything that might affect a pupil behaviour in school, alerting parents at an early stage to concerns about a pupil's behaviour, clear channels of communication open to parents and information offered to parent's such as talks or workshops on behavioural matters and aspects of child and adolescent development

**Success Criteria:**

- Positive feedback from the whole school community
- Observations of behaviour in the class, yard, toilets and corridors
- Happy and caring school atmosphere
- The number of recordings in the yard book

**Implementation Date:** 1<sup>st</sup> September, 2010.

**Timetable for Review:** Review at end of 2010 – 2011 school year and each year thereafter.

**Ratification and Communication:**

- Ratified by the Board of Management
- Circulated to members of Parents' Council
- Circulated to ancillary staff
- Circulated to all parents/guardians via internet and Newsletter
- Published on school website.
- Class meetings with parents at beginning of school year.

Signed on behalf of the Board of Management by:

.....

**Sample Behaviour Record-please note this is a sample only and teachers will adopt according to their own class situation**

If the following is done three times there will be lunch time 'time out' and a note home

Child's Name	Talking in Class	Swinging on the chairs	Shouting out of turn	Fidgeting

Child's Name	Not staying on task	Distracting the work of others	Leaving their seat without permission	Smirking or subtle misbehaviours which may be potentially undermining in class

Child's Name	Not behaving in the line after break	Running in the corridors	Running out of school in the evening	Deliberately delaying instructions given by the teacher

