



# Scoil Chlíodhna CNS



## **Scoil Chlíodhna Community National School (CNS), Carrigtwohill GAA, Carrigtwohill, Co. Cork.**

### *Code of Behaviour*

#### **Introduction**

Our school aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and the board of management/school manager work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. The purpose of this Code is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we ensure an orderly climate for learning in our school.

Good behaviour is based on good relations between parents/guardians, child and school. In Scoil Chlíodhna CNS, 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/manager 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. The staff is committed to creating a sense of good order and using a reasonable approach to discipline so that the school can operate smoothly for the benefit of all.

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. This policy was drawn up by the principal. It was then reviewed and ratified by the school manager. It will be reviewed each year in October when new staff come on board.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Chlíodhna C.N.S. has prepared and made available a Code of Behaviour for its pupils, staff and parents. The Code of Behaviour of Scoil Chlíodhna C.N.S. has been developed in accordance with the '*Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

#### **Aims:**

The aims of the code of behaviour of Scoil Chlíodhna CNS are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote positive behaviour and foster a sense of responsibility and self-discipline in pupils, recognising the differences between children and the need to accommodate these differences.

- To ensure the safety and wellbeing of all members of the school community
- To assist school staff, 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 throughout the school.

## **ROLES AND RESPONSIBILITIES**

Responsibility for the implementation of this policy rests, in varying ways, with all the partners in our school community – School Manager, Principal, Staff, Pupils and Parents/Guardians.

### **Board of Management/School Manager**

- Ratify the Code
- Support the Principal and staff in implementing the code
- Ensure that the entire school community has a comfortable and safe environment
- Provision of support to the principal and staff in the implementation of the code of behaviour.

### **Principal**

- Provide a safe and effective learning environment
- Promote a positive climate in the school
- Promote positive behaviour, through example, honesty and courtesy.
- Provide support for colleagues in implementing the Code of Behaviour
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for regular reviews of the Code of Behaviour

### **Teaching Staff**

- Implement the school's Code of Behaviour within common areas of the school and within their own class
- Discuss the Code with their class in an age appropriate manner at the beginning of the school year.
- Teach the school rules through the SPHE programme.
- Develop classroom rules with pupils through the SPHE programme and display them in the classroom.
- Promote positive behaviour, through example, honesty and courtesy.
- Promote self-discipline and positive behaviour through effective teaching and well managed classrooms
- Use a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Ensure that all misbehaviour is being investigated using fair procedures.
- Keep a written record of all incidents of continued, serious or gross misconduct.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report matters of concern to the Principal
- Communicate with parents when necessary and provide reports on matters of mutual concern

### **Parents / Guardians**

Parents/Guardians play a crucial role in shaping attitudes in their children which produce Positive Behaviour in school. Parents/Guardians can assist the school by:

- Supporting the implementation of the Code of Behaviour and encouraging their children to abide by the school rules
- Ensuring punctuality and regular attendance
- Supporting and encourage their children's schoolwork and homework
- Ensuring that homework is given due time and effort.
- Communicating with the school regarding any problems that may affect their child's progress or behaviour
- Attending meetings at the school if requested.
- Signing the Code of Behaviour form to confirm that it is acceptable to them and that they will make all reasonable efforts to encourage their child to comply with the Code. Pupils will only be enrolled if parents/guardians agree to this in advance (See Education Welfare Act 2000. Section 23 (4))
- Co-operating with and supporting the teacher/school as much as possible to ensure their child behaves in accordance with school expectations
- Equipping pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Being courteous towards pupils, staff and other parents and members of the school community
- Making appointments to meet with the teacher/the principal through the office
- Waiting in an orderly fashion when collecting children from school
- Respecting school property and encouraging their children to do the same
- Strictly supervising their children, when on school grounds.
- Approaching staff members directly in relation to any issue that may arise.
- Driving carefully in and around the school environment.

Should a parent/guardian be concerned about any aspect of their child's behaviour, they are welcome to make an appointment to discuss their concerns.

## **Pupils**

### ***General Behaviour***

Each child is expected to:

- Be well-behaved and show consideration to all other children and adults
- Respect all school property and the property of other pupils
- Attend school regularly and punctually
- Do his/her best both in school and at home
- Bring correct materials / books to school and wear the appropriate school uniform
- Listen to and respect teachers, other pupils and visitors if they are speaking
- Work to the best of his/her ability
- Follow the direction of his/her teacher
- Play safely in the yard, allowing others to join in in games
- Remain on the school grounds at all times

### ***Behaviour during school outings and activities***

Each child is expected to:

- Follow the school rules
- Remain with the teacher/supervisors and group of pupils at all times
- Behave in a polite and mannerly way at all times
- Line up and enter/leave the bus, school or venue in an orderly and safe manner
- Remain seated with seatbelt closed for the entirety of all bus journeys.

### **Promoting Positive Behaviour**

Scoil Chlíodhna C.N.S. creates an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Our reward systems seek to provide encouragement to all children of all abilities and talents. Individual teachers will use various reward systems within their own classrooms to encourage positive behaviour.

Some whole school approaches for promoting positive behaviour include:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of staff or to the principal for commendation
- A word of praise or a prize giving in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Golden ticket reward system
- Student of the Week at assembly

### **School Rules**

School rules and sanctions have been devised by the school principal and will be discussed with the parents and pupils:

1. Do your best and let others do the same
2. Respect all property, respect yourself and respect others
3. Kind hands, kind feet, kind words
4. Come to school on time and be prepared
5. Be mannerly, be helpful, and be friendly
6. Be honest – always tell the truth
7. Be a good listener

### **Unacceptable Behaviour**

Three levels of misbehaviour are recognised: level 1 - minor, level 2 - serious and level 3 - 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/guardians 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 Level 1 Behaviours include (minor misbehaviours):***

- Disturbing the work or play of others
- Not following instructions.
- Inappropriate responses to teacher correction e.g. ignoring, back answering etc.

***Examples of supportive interventions and sanctions for Level 1 behaviours:***

- Discussion with pupil and agreement on a more appropriate way to act in future.
- Reinforcement of alternative positive behaviour
- Verbal reprimand/reminder
- Temporary separation from peers, friends or others i.e. the thinking chair
- Loss of privileges
- Parent contact – note home or telephone call.

**Examples of Level 2 Behaviours include** (*serious misbehaviours*):

- Repeated instances of Level 1 behaviour which has not improved with intervention
- Behaviour that is dangerous or hurtful to self or others (e.g. bullying, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Intentional damage to property of the school or others
- Theft
- Disrespectful language or behaviour towards an adult
- Possession or use of dangerous equipment or items in school
- Leaving school/school activities without permission.
- Throwing items in an aggressive way.

**Examples of supportive interventions and sanctions for Level 2 behaviours:**

- Child fills in behaviour sheet to record, reflect on and identify better choices for their behaviour to be signed by parent/guardian
- Principal discusses behaviour with pupil
- Formal notification of parents with written documentation
- Meeting with parents
- In school supervised suspension
- Use of the individual behavioural plan procedure (see page 6)

**Examples of Level 3 Behaviours include** (*gross misbehaviours*):

- Assault on a teacher or pupil
- Serious theft
- Serious damage to property
- Bullying
- Carrying drugs, alcohol, cigarettes

**Examples of supportive interventions and sanctions for Level 3 behaviours:**

- If behaviours go beyond those listed at Level 1 and 2, the school may invoke its right to suspend and/or expel following the 2008 guidelines. (see Appendix 1 and 2)
- Removal from class and referral to principal
- Sent home early (informal suspension) with parent/guardian
- Inform BOM
- Report to Gardaí

## **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.
- reinforcing the boundaries set out in the code of behaviour

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.

**Sanctions will relate as closely as possible to the behaviour.** Additional examples of sanctions include:

1. Praising the positive behaviours of other pupils in the class
2. Teacher operating from an area in close proximity to the pupil that is misbehaving.
3. Non- verbal warning e.g. making pupil aware that you can see their behaviour.
4. Verbal reprimand including advice on how to improve behaviour
5. Loss of privileges e.g. play time, playground, golden time etc.
6. Temporary removal to another class. Child is given work to continue with in another classroom.
7. Referral to the principal
8. Principal communicates with parents
9. 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).

## **Bullying**

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others. Pupils who engage in bullying will be subject to the Anti-Bullying Policy within the Code of Behaviour (see Appendix 4).

- PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc.
- VERBAL: name calling which hurts, insults or humiliates.
- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner. Issues in relation to bullying are explored continually during SPHE lessons and using Circle Time, Drama, Walk Tall etc.

*Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.*

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time. Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying. Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

*In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.*

## **Individual Behaviour Plans**

If a child is not responding positively to class supports in relation to his/her behaviour, the teacher will begin the process of drawing up a behaviour improvement plan. Behaviour plans will be drawn up on a case by case basis. This plan is usually worked out with the parent/guardian so that the teacher can get a greater understanding of the rewards/sanctions that may work best for each child.

- If the poor behaviour continues, the teacher will meet with the child’s parents/guardian again
- If there is no improvement following the second parent/teacher meeting and if the child is still behaving inappropriately, the parent/guardian will be called to meet with the principal where the situation will be discussed in detail. Guidelines will be drawn up for future behaviour in the school and

playground. Very occasionally, this may include a request from the teacher/principal that the parent/guardian of the child supervise their child in school or during a school outing.

- The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child's behaviour be deemed to be unacceptable.
- If a parent refuses to meet with a class teacher the matter will be referred to the principal. Any refusal to meet with the principal will automatically be referred to the board of management/ single manager and will be regarded as a serious breach of co-operation in our school behaviour policy.

## **Suspension and Expulsion**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised.

### ***Suspension***

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as serious or gross misbehaviour. Parents/Guardians concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour, the chairperson of the board of management/single manager will be informed and the parents/guardians will be requested in writing to attend at the school to meet the chairperson/ single manager and the principal. If the parents/guardians do not give an undertaking to support the school in trying to bring about modification in the child's behaviour, 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***

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, where it has been alleged that the pupil poses a threat to the safety of others in the school and therefore did not qualify for internal 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 Educational Needs (SEN)

All children are required to comply with the code of behaviour. However, the school recognises that children with SEN may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, learning support/resource teacher, and/or principal. The school will work closely with parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

Children may be taught strategies to assist a pupil with SEN to 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/guardians is central to maintaining a positive approach to dealing with children. Parents/Guardians 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/guardians have been established and are being reviewed regularly.

Parents/Guardians 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 meetings
- Through children's homework sheet
- Letters/notes from school to home and from home to school
- School notice board
- School website/e-mails
- Text messages
- Phonecalls

Community National Schools place a huge emphasis on parental involvement. Teachers are encouraged to develop a very positive/open relationship with parents/guardians and to enable them to help their child as much as possible. Scoil Chlíodhna CNS adheres to this philosophy and we hope that this will have a positive effect on pupil behaviour in the school.

## Code of Behaviour for Parents:

By signing our Code of Behaviour, you are agreeing to make every effort to support the school in line with our Code of Behaviour. If you have any questions in relation to the Code of Behaviour, please refrain from signing it until you have clarification. You can visit the school at any time to ask questions about any of our policies, all of which are available in our office.

	Name <i>(Please Print)</i>	Signature	Date	Child's Name
Parent/Guardian				
Parent/Guardian				

