

Scoil Íosagáin

Code of Behaviour Policy

Vision

The school has a central role in the children's social and moral development just as it does in their academic development. An effective Code of Behaviour is central to the proper running of any school. This policy is consistent with our vision for the school and that of an Edmund Rice school in particular.

The children bring to school a wide variety of behaviours+. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a nurturing environment.

The Aims of the Code of Behaviour of Scoil Iosagain

- to provide guidelines and clarity for our whole school community.
- to provide for effective and safe teaching / learning in the school.
- to develop pupils' self-esteem and to promote positive behaviour.
- to foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- to facilitate the education and development of every child.
- to enable teachers to teach with the minimum of disruption.
- to provide for the safety and well-being of all pupils

Roles and Responsibilities

Every member of our school community has a role to play in the implementation of the Code of Behaviour and these are set out below. We have tried to keep rules to a minimum, preferring to place the emphasis on positive behaviour. However, where it is necessary to apply the rules and enforce sanctions, this will be done in a fair and consistent manner.

(a) Board of Management's Role

- To support the Principal and Staff in providing a comfortable and a safe environment in which all can work and develop.

(b) Principal's Role

- To promote a positive learning atmosphere in the school.
- To ensure that the Code of Behaviour is implemented in a fair and consistent manner.

(c) Teacher's Role

In order to support and implement the school's Code of Behaviour, teachers will

- Teach appropriate material in a manner that is aimed at engaging the pupils
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Keep opportunities for disruptive behaviour to a minimum.

- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parent(s)/guardian(s) when it is felt that the child is not performing or behaving in an acceptable way.

(d) Pupil's Role

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid all nasty remarks, swearing and name-calling.
- Avoid behaving in a way which would endanger others.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

(e) 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 and the class teacher, learning support/resource teacher/support teacher. The HSCL teacher, and or Principal will work closely with home 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.

The children in the class or school may be taught strategies to assist a pupil with special needs 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.

(f) Parent(s)/Guardian(s) Role

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the Code of Behaviour and support its implementation.
- Co-operate with teachers in instances when their child's behaviour is causing difficulty for others.
- Ensure that the class teacher is made aware of any difficulties / problems which might affect how the child is performing in school.

Dealing with Misbehaviour

Sanctions will be applied according to the gravity of the misbehaviour with due regard to the pupil in question.

Misbehaviour may be dealt with in the following ways:

- Reasoning with the pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers or class.
- Prescribing extra work.
- Loss of privileges.

- Detention during break, if applicable.
- Note or phone call to parent/guardian. Note must be returned signed.
- Class record kept of all notes sent home and returned signed or not.
- Referral to the Principal, leading to the implementation of yellow card, red card, detention or suspension.

Examples of School Rules

The following rules have been agreed:

1. Be in uniform. Be on time. Be ready for school.
2. Do as you are asked and follow instructions straight away.
3. Work quietly. Produce tidy work. Finish your work and do it well.
4. Keep unhelpful hands, feet, objects and comments to yourself.
5. Raise your hand and WAIT for permission to speak or move from your seat.
6. Wait, until the correct time, to sort our problems.

Procedures for Dealing with Misbehaviours

Misbehaviour will be dealt with according to the severity and frequency of the misbehaviour, as outlined in the Stages below.

Stage 1 : Oral Warning

Stage 2 : STRONG Oral Warning

Stage 3 : The boy will move to a table away from group. Extra Homework will be given and will be signed by a parent.

Stage 4 : The boy will leave the classroom and will be given work to do in a another classroom. A Yellow Card and a note informing the parent that the boy will be in detention at a future date will be sent home.

Stage 5 : The boy is sent to Principal's Office. Extra Homework will be given and a Red Card issued (Parents must attend a meeting before a boy is allowed back to class.)

Stage 6 : Parents will be called to the school. (If stage 5 has been reached during the early Stage of the day)

Stage 7 : Suspension

Procedures for Suspension

If a pupil reaches Stage 7, suspension may be considered. Aggressive, threatening or violent behaviour towards any member of the school community will be regarded as Serious or Gross Misbehaviour. In the case of Gross Misbehaviour by a pupil, the Principal may implement an immediate suspension of that pupil. This may be done when such a course of action is deemed necessary to secure the safety of any person in the school community and may be done even when the Board's approval may only be given subsequently.

Where there are repeated instances of Serious Misbehaviour, and where this involves a child who has been previously suspended, the Chairperson of the Board of Management will be informed. Parent(s)/Guardian(s) will be requested in writing to attend at the school to meet with the Chairperson or Principal, or both. If the parent(s)/guardian(s) do not give a clear and acceptable undertaking as to the future conduct of their child, then the child may be suspended for a period. All suspensions will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

Notice of suspension is brought to the attention of members of the Board of Management at the next Board meeting following a suspension.

Removal of Suspension

Following suspension a meeting will be arranged between the Principal and parent(s)/guardian(s) prior to the pupil's return to school. A course of action involving the pupil, parent(s)/guardian(s) and the class teacher will be agreed and signed by the parent(s)/guardian(s) and the class teacher. The school will need to be convinced that a genuine effort to behave in accordance with the school's Code of Behaviour, will be made before a return to class can be sanctioned.

Stage 8 Expulsion

When the school has tried a series of interventions and believe they have exhausted all possibilities for changing the student's behaviour, a proposal to expel a pupil may be brought by the School Principal to the Board of Management where:-

- (a) A student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- (b) A student's continued presence in the school constitutes a real and significant threat to the safety of any one or more members of the school community.
- (c) The student is responsible for serious damage to property.

Reinforcing Positive Behaviour

The need for constant reinforcement of positive behaviour is readily accepted by all the teaching staff. This may be done in the following ways:-

- A quiet word or gesture to show show approval.
- A comment on a child's exercise book.
- A visit to another class or to the Principal for commendation.
- Individual class merit awards such as "Boy Of The Week".
- Praise in front of the class group / assembly.
- Delegating some special responsibility or privilege and explaining to the class why this has been done.
- Written or verbal communication with the boy's parent(s)/guardian(s), through the homework journal / letter / phone call.

Field trips and annual school tours will be reserved for those who have consistently strived to behave well.

This policy was adopted by the Board of Management on _____.

This policy has been made available to school personnel and is readily accessible to parents on request.

This policy and its implementation will be reviewed by the Board of Management once in every school year. A record of the review and its outcome will be made available, if requested to the patron and the DES.

Signed : _____
(Chairperson, Board of Management)

Signed : _____
(Principal)

Date: _____

Date: _____

Date of next Review : _____