

Scoil Mhuire
Droichead an Chláirín
Co. na Gaillimhe
H91D7P3



Scoil Mhuire
Clarinbridge
Co. Galway
H91D7P3

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CODE OF BEHAVIOUR

This Code of Behaviour has been drawn up in consultation with all members of the school community, children, staff, parents and the Board of Management members. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. **While positive, proactive approaches to behaviour are always preferable, we accept that there is a need for sanction to register disapproval of unacceptable behaviours, and to help children to learn the difference between acceptable and unacceptable behaviours.** In the implementation of sanctions, the school is guided by the principle of fairness and equality. The school will also balance the needs of a student whose behaviour is unacceptable with the educational needs of other students in the school.

Rationale:

The Code of Behaviour was drawn up so that our school may promote the balanced, safe growth and development of each pupil. In devising the code, consideration has been given to the particular needs and circumstances of this school. We are committed to recognising students who are vulnerable to behavioural problems and providing positive support for them.

Aims:

- To ensure that the individuality of each child is accommodated while acknowledging the right of each child to be educated in a safe and nurturing environment.
- To allow the school to function in an orderly and harmonious way, with minimum disruption and in an atmosphere of respect, tolerance and consideration for each other.
- To enhance the learning environment, where children can make progress in all aspects of their development.
- To promote positive behaviour and self-discipline.
- To ensure the safety and well-being 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 cooperation in the application of these procedures.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.

Underpinning Principles

It is expected that adult members of the school community set high standards of behaviour and have high expectations for student behaviour. The behaviour of the adults in a child's life, including parents and teachers, bears a significant influence on how a child behaves. In line with our Catholic ethos, Scoil Mhuire N.S. expects that the behaviour of all members of the school community should reflect the following values:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy, good manners, fairness, forgiveness
- Readiness to use ways of resolving difficulties and conflict that are respectful of everybody involved
- Willingness to take responsibility for one's own behaviour.

SCHOOL RULES

School Rules are in place to provide a safe, nurturing and threat-free environment for the whole school community. Each classroom wall will have a **Golden Rule board**.

Our Golden Rules :

- ❖ Be Respectful
- ❖ Be Kind
- ❖ Be Mannerly
- ❖ Be Safe
- ❖ Listen to Others
- ❖ Try your Best

Each teacher is responsible for maintaining discipline in their own classroom, while also having a shared responsibility to maintain standards of behaviour within the school in general. School rules apply at **any event** organised by or for the school or linked to the school, be it during or after normal school hours in any location.

The **school bus** is governed by Bus Éireann, however the school will endeavour to resolve any behaviour issues that directly affect any students during school hours.

REWARDS AND ACKNOWLEDGEMENT OF GOOD BEHAVIOUR

There are various systems and methods used throughout the school to promote and encourage positive behaviour. These include:

- Golden Time which may include outside play, board games, fun activities in class etc.
- Rewarding points for positive behaviour (individual or group)
- Listening Certificates
- Verbal Praise
- Stickers and Stamps
- Homework Passes
- Positive note home

STRATEGIES & SANCTIONS FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

The following strategies and sanctions may be used to show disapproval of unacceptable behaviour which **interrupts the teaching and the learning process in the classroom**. Where one sanction has been ineffective, an alternative sanction may be applied. The teacher will consider the context in which unacceptable behaviour occurs and will use their **professional judgement** in applying the appropriate sanction.

Behavioural Strategies used in our School:

- **Reasoning** with the pupil, talk to the child, a quiet word to remind them of school rules
- The teacher may use **curricular lessons** to support positive behaviour and relationships in the classroom.
- **Verbal Reprimand** by teacher
- **Social Stories**
- Changing **seating arrangement** in the classroom
- Active lessons may be deferred for Health & Safety reasons & completed within the school

week.

- Teachers may organise **communication** through an Aladdin message, phone call, meeting, a School Reflection Sheet or via homework diary with parents.
- **Keeping a record**: Teachers may use our School Reflection Sheet (Appendix C) with a child to discuss an incident/behaviours. Parents sign this Reflection Sheet therefore encouraging discussion at home on the issue. The Reflection Sheet is returned to the teacher and the teacher/child discusses a suitable sanction/resolution. Teacher puts the Reflection Sheet in the child's individual file.
- Teachers should keep a written record of persistent and serious instances of unacceptable behaviour as well as a record of all improvements in the behaviour of disruptive pupils. Where unacceptable behaviour becomes more serious or is persistent, parents will be involved at an early stage, rather than as a last resort.
- Time out during break time (Class Teacher tells the supervising teacher on yard that the child is completing a time out sanction on yard from our School Reflection Sheet. Child sits near the supervising yard teacher.)
- Loss of Golden time: a child can lose time off their Golden time if they break our Golden rules but can earn back this if behaviour improves therefore the actions of individual children are dealt with on an individual basis.
- Speak to Principal: A teacher can use their professional judgement and refer the child to the Principal. If an incident/behaviour is deemed to be of a serious nature:
 - the Principal in consultation with the class teacher may withdraw privileges such as attendance at school events. Principal will inform parents of the child/children involved.
 - the parents may be required to attend a meeting in person with the Principal or speak over the phone to discuss and resolve the issue.

Resolutions:

In our school we aim to restore relationships and resolve any upset/ conflict. We encourage children to say 'I'm sorry', Do something nice, Write an apology note, Change their behaviour.

Suspension:

The BOM has the authority to suspend a student. Where this authority is delegated to the Principal it should be done formally in writing stating any limits on that authority, and how the Principal is accountable for use of that authority.

- Suspension may be considered as a response to a behaviour/pattern of behaviour that is a cause for concern; it should always be proportionate to the degree of such behaviour.
- Fair procedures must always apply in the investigation and decision making processes that lead to suspension. Fair procedures include the right for the student and parents to be heard and the right to impartiality as outlined in Developing a Code of Behaviour: Guidelines for Schools p.67&68
- Suspension is only considered as an appropriate sanction where all other positive approaches and appropriate sanctions have failed to deal with unacceptable behaviour, or where an incident of unacceptable behaviour is of an extremely serious nature e.g. serious physical aggression directed at another student or staff member, serious verbal abuse directed at another student or staff member.
- Before considering suspension as an appropriate sanction, schools should consider the following factors: (see p.72 Developing a Code of Behaviour: Guidelines for schools)
 - ❖ The nature and seriousness of the behaviour.
 - ❖ The context of the behaviour.
 - ❖ The impact of the behaviour.
 - ❖ The interventions tried to date.
- Suspension may be immediate in exceptional circumstances where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff

in the school.

- Suspension may be automatic by the BOM in consultation with the Principal.
- Students should not be suspended for poor academic performance, poor attendance or minor breaches of the Code of Behaviour.
- Students should not be suspended shortly after returning to school from a previous suspension, unless they engage in serious misbehaviour that warrants suspension.
- Any exclusion imposed by the school is a suspension and as such should follow the guidelines related to suspension.
- Where it is decided that suspension is an appropriate sanction the student and parents should be informed and given a right to respond. The right to respond should be given before the suspension is imposed unless the suspension needs to be immediate i.e. if the Principal considers there is a risk to the safety of the student, staff or others. In this case the sanction may be investigated after it is imposed.
- A student should not be suspended for more than three days unless, in exceptional circumstances, the Principal considers a longer period is necessary to achieve a particular objective. Such matters should be referred to the Board of Management before a decision is made.
- The Board of Management should formally review any proposal to suspend a student where the suspension would bring the number of days for which the student has been suspended in the current school year to 20 or more. Any such suspension is subject to appeal under Section 29 of the Education Act 1998.
- When implementing a suspension, the Principal should notify the parents and student in writing. The letter should confirm;
 - ❖ The period of the suspension and the dates it will begin and end.
 - ❖ The reason(s) for suspension.
 - ❖ Any programme of work to be followed.
 - ❖ Any commitments that need to be entered into by the parents and student upon their return to school.
 - ❖ The provision of an appeal to the Board of Management in writing outlining grievances concerning suspension.
 - ❖ The right to appeal to the Secretary General of the Dept. of Education and Skills under section 29 of the Education Act.
- A face to face meeting between parents, Principal and another teacher emphasising the responsibility of parents in helping the student to behave well may maximise the impact of the suspension. Where parents do not agree to a meeting, written notification will suffice.
- When a period of suspension ends the school should plan how best to re-integrate the student. The student should be given an opportunity for a fresh start. The school should, however, expect the same behaviour from this student as any other.
- The school should keep formal records of each suspension outlining the investigation, decision-making process, rationale for the decision, duration of the suspension and any conditions attached. These records should be kept in the child's file. All suspensions should be reported to the Board of Management.
- The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education Welfare Act 2000, section 21 {4} {a})

Expulsion:

The Board of Management has the authority to expel a student. This action should only be taken when all other actions have been tried and exhausted. This includes consulting with parents to try to change a student's behaviour and seeking the assistance of any appropriate support agency including NEPS, HSE or CAMHS. Any proposal to expel a student requires serious grounds such as:

- ❖ The student's behaviour is a persistent cause of significant disruption to the learning of others or

to the teaching process.

- ❖ The student's continued presence in the school constitutes a real and significant threat to others.
- ❖ The student is responsible for serious damage to property.

Expulsion may be automatic for named behaviours drawn up by the BOM in consultation with the Principal.

In exceptional circumstances students may be expelled for a first offence such as:

- ❖ A serious threat of violence against another student or member of staff.
- ❖ Actual violence or physical assault.
- ❖ Supplying illegal drugs to other students in the school.
- ❖ Sexual assault.

The same factors considered before suspending a student should be considered before expulsion. Before considering expulsion the school should consult and follow the guidelines outlined in Developing a Code of Behaviour: Guidelines for schools pp 82-86.

Differentiation

Students who are more vulnerable to behavioural problems may, if possible, be afforded some time in Learning Support to work on strategies to help them change their behaviour. They may also be referred to other services such as NEPS, TUSLA or CAMHS. It is imperative that parents of such students engage with the school in a meaningful manner to avoid the imposition of serious sanctions.

Guidelines

Rather than listing all the possible behaviours that might be unacceptable, there are instead clear definitions of the differing roles and expectations of the people involved in the everyday life of the school.

EXPECTATIONS OF PUPILS:

The school expects that you will:

- ❖ Follow our 6 Golden Rules on display in every classroom.
- ❖ Attend school regularly and not miss days without good reason.
- ❖ Arrive on time.
- ❖ Not leave during the day without permission.
- ❖ Respect all school property; the property of others and your own.
- ❖ Wear the school uniform daily.
- ❖ Show respect for yourself and others, teachers and visitors.
- ❖ Avoid swearing, fighting, name-calling or using objects as a weapon.
- ❖ Participate in school activities.
- ❖ Move quietly around the school and avoid causing a disturbance.
- ❖ Keep the school tidy and litter-free.
- ❖ Leave mobile phones and other similar devices at home.

Your teacher expects that you will:

- ❖ Follow the golden rules listed above and in each classroom.

Your fellow students expect that you will:

- ❖ Not bully them.
- ❖ Show acceptance and respect their differing personalities.

- ❖ Never insult or belittle them because of differences.
- ❖ Respect their property.
- ❖ Listen to them and acknowledge them.
- ❖ Share equipment and resources with them.
- ❖ Allow them to be part of the group.
- ❖ Speak to them with courtesy and respect.
- ❖ Play fairly and safely on the yard.
- ❖ Respect other's personal space.

EXPECTATIONS OF SCHOOL:

Children expect that school will be:

- ❖ Safe
- ❖ Happy
- ❖ Encouraging and supportive.
- ❖ Affirming children of all abilities.
- ❖ Able to deal with bullying.
- ❖ Supportive of individual and group targets.

Parents expect that school will:

- ❖ Be a safe and happy environment for their child.
- ❖ Recognise and provide for the individual differences of pupils.
- ❖ Provide support for children who need it as resources allow.
- ❖ Be fair, consistent and considerate in the way children are managed.
- ❖ Provide an atmosphere of support and inclusion.
- ❖ Contact them at an early stage to inform them of any problems.
- ❖ Be willing to listen to their viewpoint.

EXPECTATIONS OF PARENTS:

The school expects that you will:

- ❖ Confirm in the initial enrolment form that this code is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code.
- ❖ Be familiar with the various policies and codes of the school and the expectations of pupils.
- ❖ Show support for teachers in their implementation of the school's Code of Behaviour Policy.
- ❖ Support your child in his/her school work and provide a note of explanation if for some reason homework is incomplete.
- ❖ Ensure the punctuality and regular attendance of your child. Provide a message on Aladdin in all cases of absences.
- ❖ Ensure that he/she has the necessary materials.
- ❖ Ensure your child has a positive attitude to school and class rules.
- ❖ Never undermine the authority of the school or teachers.
- ❖ Promote respect for teachers and other school personnel.
- ❖ Provide a contact number whereby you can be reached in an emergency.
- ❖ Be available to discuss a problem by appointment.
- ❖ If there are personal problems which may affect the child, it would be very helpful if the teacher was informed. All private information will be treated as confidential and revealed only if necessary to the relevant teacher.
- ❖ Become familiar with the school Guidelines for Parents and Guardians in relation to online communication and distance learning as outlined in our Remote Teaching and Learning Plan. (Appendix B)

Your child expects that you will:

- ❖ Look after his/her basic needs.
- ❖ Be interested in, support, praise and encourage his/her work in the school and at home.
- ❖ Show fairness and consistency.

Other parents expect that you will:

- ❖ Support the school in implementing its Code of Behaviour.
- ❖ Exert firm discipline in cases where your child's behaviour is having a negative impact on the behaviour and learning of others.

Success Criteria:

This policy will be assessed on an on-going basis through Staff/Parent/pupil/Community feedback, to judge its effect on teaching and learning, its effectiveness and the difference it makes to the effective organisation of the school.

Roles and Responsibilities:

The policy will be supported by Staff, Parents, Children and Management. The Principal will coordinate the progress of the policy, encourage and accept feedback on its implementation.

The Policy is communicated to staff at staff meetings, and children at assembly.

A copy of this code is made available to all parents on the school website and at Reception on request.

Ratification and Communication:

This policy will be in operation in the school year 2023/2024, having been ratified by Staff and BoM. Every teacher will be provided with a copy of this policy for their files.

Signed on Behalf of the Board of Management:

Chairperson: _____

Date: _____

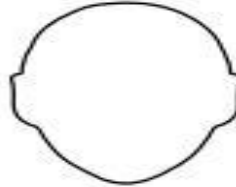
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Reflection Sheet

Scoil Mhuire Clarinbridge

1. Draw a picture of what happened.

2. Draw how you are feeling?



3. Circle how the other person is feeling



My Sanctions

- Time out during break time
- Change seat in the classroom
- Loss of Golden Time
- Speak to Principal

4. What can I do to make it right?



Say Sorry



Do something Nice



Write an apology note

Child Sign: _____

Class Teacher: _____

Parents Sign: _____



DATE: _____

Reflection Sheet

Scoil Mhuire Clarinbridge

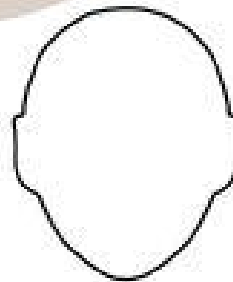
1. Write or draw what happened.

2. What were you thinking about at the time?

3. How did it make you feel?
Draw your facial expression.

4. Write the names of the people affected by your actions.

5. What do you need to do to make things right?



My Sanctions

- Time out during break time
- Change seat in the classroom
- Loss of Golden Time
- Speak to Principal

Child Sign: _____

Class Teacher: _____

Parents Sign: _____

