

SCOIL DAIRBHRE



CODE OF BEHAVIOUR

SCHOOL ETHOS

Darver National School is a co-educational, Catholic primary school which strives to provide children with the basic training they need so that they will grow up to be an integrated member of the community and self-reliant individuals. This training is spiritual, moral, intellectual, emotional, physical and social.

Darver NS will strive to promote, both individually and collectively, the professional development of teachers through staff development programmes. We aim to create in our school a climate of trust and love, with staff supportive of each other and each child valued as an individual.

We welcome involvement in all aspects of school life from pupils, parents, parish, Board of Management, the school inspector, and the Department of Education and Science. We particularly value the role Darver NS Parents' Association has in the overall running of the school.

INTRODUCTION

The aims of Primary Education may briefly be stated as follows:

- To enable the child to live a full life as a child.
- To equip him/her to avail him/herself of further education so that he/she may go on to live a full and useful life as an adult.

So that these aims may be achieved it is necessary that the school should be a well-ordered and disciplined place. It should provide an environment where the child is physically safe and happy and where good relationships are fostered between pupils, teachers, parents/guardians and others involved in the running of the school. It should provide a curriculum and a working atmosphere to help each child develop his potential. It should help the child as he/she grows older to move away from an externally imposed discipline to become self-disciplined.

The Board of Management 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 purpose of a Code of Behaviour, as we see it, is the creation of a positive learning environment in which a child may fully enter into the life of the school. In the context of the classroom the Code will offer a framework within which positive techniques of motivation, reward and encouragement are utilised. Many forms of positive reinforcement are used - praise, encouragement, plus marks, colour code, merit cards and merit stamps, prizes etc. Rules and Regulations have been drawn up to ensure the smooth running of the school and for the safety and protection of the children. While some apply directly to the children, others require the cooperation and assistance of parents, guardians, teachers and Board of Management. 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.

The Code of Behaviour covers the following areas:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment
- Behaviour which may have a negative impact on our school community and or its reputation.

All pupils are expected to behave in a reasonable manner both to themselves and to others, showing consideration, courtesy and respect for other pupils and adults at all times. Respect must also be shown for the property of the individual and of the school at all times.

AIMS OF THE CODE

- To create a positive learning environment that encourages and reinforces good behaviour
- 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 care and consideration, courtesy and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption and pupils to learn without disruption

- To ensure that the school's expectations and strategies are widely known and understood through 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

A Code of Behaviour for staff, pupils and volunteers ensures that the rights of all are upheld. 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 positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on the Christian values of kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race and ability .
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage our school motto:
‘Kind Words, Kind Heart, Kind Hands, Kind Feet’.

SCHOOL RULES

1. School uniform to be worn at all times. All items of school uniform must be labelled.
2. Appropriate footwear to be worn at all times - flip flops and sandals are not appropriate.
3. For health and safety reasons only small stud earrings are acceptable.
4. Pupils should not present to school with make-up on.
5. Pupils will be courteous and respectful to one another, to teachers and those with whom they come into contact with through school activities.
6. Pupils must walk on corridors at all times in a quiet manner.
7. Children may only leave school premises when collected by a parent/guardian with prior arrangement or with permission from a teacher.
8. If children are to be collected from school during the school day, parents should, where possible, give prior notice to the school by contacting the school office either by phone or email.
9. Rough play, at any time, is forbidden.
10. Climbing is forbidden at all times (on rails, benches, play houses).

11. Pupils may only re-enter school during break time with permission from the supervising adult on the yard.
12. At the end of play times pupils will move promptly and orderly to their designated lines.
13. Pupils are expected to help keep the school clean - keeping their seating area in class tidy and litter free.
14. Chewing gum is not permitted in school.
15. Homework, as given, must be completed and journal signed by parent. If not completed, a written note is required.
16. Proper use of facilities is obligatory (e.g.) toilets, taps etc.
17. Apart from Parent-Teacher meetings, a meeting with a teacher will take place at a time suitable to class teacher and by appointment **only**.
18. School lunches should adhere to the Healthy Eating Policy which is in place in School Dairbhre.
19. Mobile phones, iPods, electronic games and other similar devices are not permitted at school. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment by the principal. Confiscated items will only be returned to the parent or guardian of the pupil.
20. Smart watches are permitted but the use of smart watches to record videos or take pictures is not permitted at any time. Any infringement of this rule will involve the confiscation of the smart watch by the principal and it will only be returned to the parent or guardian of the pupil.
21. Any form of behaviour which interferes with the rights of others is unacceptable.

OUR SCHOOL MOTTO

'Kind Words, Kind Heart, Kind Hands, Kind Feet'.

This motto will be used throughout the school to encourage positive behaviour. School rules apply during school-time and during all school related activities on and off school premises.

ATTENDANCE/EDUCATION WELFARE ACT

Under the Education Welfare Act 200, absences or lateness must be explained by a brief note or written in school journal and signed by parent. Absences of 20 days or more must be referred by the school to the Education Welfare Board. Any child wishing to leave school early must have a note signed by their parent or parents must have communicated this with the school office. The Education Welfare Officer is available to

support parents with attendance issues. Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to the office secretary. Parents/Guardians who are collecting pupils early from school must collect them from the class teacher or office secretary. Daily attendance and punctuality are required from pupils. School opens to receive pupils at 9.10am each morning. After a pupil has been absent, parents must enter the reason for the absence on the Databiz Eolas App or provide a note to the class teacher explaining the absence. When a pupil has to leave school early (i.e. before 3.00pm) parents must give prior notice to the school office stating the time at which the pupil is to leave and the arrangements for collection.

BEHAVIOUR IN THE CLASSROOM

At the beginning of each academic year, the class teacher will draft a list of class rules in consultation with the children, based closely on the "Golden Rules". Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. 'Walk' and not, 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual differences. Where difficulties arise, parents will be contacted at an early stage.

In general Classroom Rules will be based on the following:

Courtesy and respect are essential. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with the right (e.g. constant disruption of the class, persistent distracting of others) is considered unacceptable behaviour. In order that pupils benefit from their work in class full cooperation is required at all times. Pupils must cooperate with instructions given by the teacher.

BEHAVIOUR IN THE PLAYGROUND

We have a Buddy Bench in the yard where a child can sit if they don't have someone to play with. Children will be aware that if a child is sitting at the Buddy Bench they are in need of someone to play with. Teachers and SNAs on yard will monitor the Buddy Bench and ensure that children sitting at the Buddy Bench are assisted in finding someone to play with.

Behaviour on the yard is recorded in the "Yard Record Book". We classify behaviours using yellow and red. Minor misbehaviours are classified as yellow. Serious misbehaviours are classified as red. Where a red behaviour occurs (or 2 yellow behaviours) parents will be notified by the school. Generally speaking the consequence for 2 yellow behaviours or 1 red behaviour is one lunch break off the yard. The Principal may decide to prescribe more than one lunch break off the yard in the case of more serious misbehaviours. If a

child receives a direct red card the school will contact parents via a phonecall to discuss the matter. We appreciate parents' support and cooperation in these incidents.

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing etc. is forbidden. Games or activities considered to be dangerous are not permitted.

Any behaviour which interferes with other pupils' play is not permitted. Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher; this includes re-entering the school building.

Yard Rules

1. All children must leave the room before the teacher.
2. Children must get permission from the teacher on the yard to go to the toilet. Use the designated toilets only.
3. Play safely and fairly. Treat others fairly the way you would like to be treated.
4. If you bring play equipment outside you must bring it back inside.
5. Stay within the boundaries of the yard and the designated areas.
6. Children must remain seated in their classrooms on wet days and must ask the supervising teacher for permission to leave their seat.

BEHAVIOUR IN THE SCHOOL ENVIRONMENT AND ON SCHOOL OUTINGS

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is unacceptable. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Pupils must show respect for school property at all times. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

Pupils are encouraged to be respectful of each other on their way to and from school. When on school outings pupils are expected to behave in an orderly manner and show respect for public property. Our Code of Behaviour also applies to special events such as school matches, school organised fundraisers, school walks etc....Pupils should always cooperate fully with their teachers, SNA and other school staff.

INCENTIVES/REWARD SYSTEMS

Part of the vision of **Darver NS** is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the

school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work. All teachers operate their own reward systems within their own classroom.

The following are some samples of how praise might be given:

- A quiet word to show approval
- A comment in a pupil's exercise book
- Stars and stickers
- 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 reward from the reward box
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- 'Bualadh Bos' in class or special mention at assembly.

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

MISDEMEANOURS

Three levels of misdemeanours are recognised: **Minor, Serious and Gross**. The degree of misdemeanours will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours, as follows:

1. Examples of minor misdemeanours include:

Interrupting class work, not following instructions, bringing chewing gum to school, arriving late for school, running in the school building, disrupting the class line, leaving an assigned seat without permission at lunch time, leaving litter around the school, not wearing the correct school uniform, being discourteous/unmannerly, not completing homework without good reason, endangering self/fellow pupils in the school yard at break time.

2. Examples of serious and gross misdemeanours include:

Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation), behaviour that interferes with teaching and learning, constantly disruptive in class, telling lies, stealing, damaging other pupil's property/school property, back answering a member of staff, inappropriate use of digital technology, bringing a mobile phone to school, frequenting school premises after school hours without appropriate permission, not working to full potential, using unacceptable language, bringing dangerous equipment to school, deliberately injuring a fellow pupil/staff member, threats of physical hurt to another person, leaving school/school activities without permission.

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 will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

BULLYING

Refer to the Darver NS Anti-bullying Policy and Procedures

CHILDREN WITH ADDITIONAL EDUCATIONAL 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, 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 NEPS and psychological assessments will be invaluable if available.

The children in the class/school may be taught strategies to assist a pupil with additional educational needs 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.

SANCTIONS

The use of sanctions or consequences should be characterised by certain 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 should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is the focus.

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.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour .
- signal to other students and to staff that their wellbeing is being protected.

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.

The following steps will be taken when a child behaves inappropriately. They are listed in order of severity. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened/copying out school rules/writing a relevant rule a number of times - all may be signed by a parent
5. Loss of privileges e.g.: school trips for grossly inappropriate behaviour, jobs of responsibility
6. Being kept in at break time/times
7. Minor misdemeanours are recorded in the Yard Book. The Yard Book is monitored by the Principal. Minor misbehaviours are classified as yellow. Serious misbehaviours are classified as red. The consequence for 2 yellow behaviours or 1 red behaviour is one lunch break off the yard. The Principal may decide to prescribe more than one lunch break off the yard in the case of more serious misbehaviours.
8. Communication with parents and letter home.
9. Referral to Principal
10. 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)

SANCTIONS FOR SERIOUS MISBEHAVIOUR

Stage 1 – Warning

Referral to Principal

Stage 2 – Detention

Class/yard teacher recommends detention at break time or the Principal gives detention. A phone call to parents will accompany this stage.

Stage 3 – Detention and Note Home

Where a pupil receives more than one detention and the behaviour remains unchanged a note will be sent home for parents to sign and return. This note will detail the nature of the behaviour and the expected changes to be implemented to remedy the situation. A phone call to parents will also accompany this stage.

Stage 4 – Case Conference and Contract

Where a pupil continues to receive detentions and the behaviour remains unchanged, the child's parents will be asked to meet the class teacher and Principal. The child will be asked if appropriate, to give a written undertaking that he/she will behave in school (behaviour contract). This will be witnessed and signed by the parent(s) or guardian.

Stage 5 – Internal Suspension

Internal Suspension is when a pupil is removed from their base class and is placed in another class for up to three school days. This will be activated when stages 1-4 are exhausted or when a serious misbehaviour occurs.

Stage 6 – Suspension

This procedure is used in the case of gross misbehaviour and/or health & safety grounds:

- a) If stage 4 is exhausted or there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. In the case of a single incident of gross misbehaviour Stages 1-5 will be skipped and Stage 6 will be initiated. If considered warranted the Principal reserves the right to suspend the pupil for 3 days initially. This power of suspension is delegated to the Principal by the school Board of Management.
- b) In certain circumstances the Principal with the approval of their Chairperson of the BoM may suspend a pupil for 5 school days.
- c) A meeting of the BoM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

Appeal

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

Stage 7 – Expulsion

This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

Grounds for Expulsion

- Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil is responsible for serious damage to property.

Automatic Expulsion

BoM may sanction automatic expulsion for certain prescribed behaviours:

- Sexual Assault
- Possession of illegal drugs
- Supplying illegal drugs to other pupils in the school
- Extreme violence or physical assault
- Serious threat of violence against another pupil or member of staff

Procedures in Respect to Expulsion

1. Detail investigation by school Principal
2. Recommendation by Principal to BoM
3. BoM considers Principal's recommendation and holds hearing
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision.

CONCLUSION

The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self-discipline.

REVIEW

This policy will be reviewed by the Board of Management once in every school year.

RATIFICATION

This Policy was ratified by the Board of Management in _____.

Signed: _____

Principal

Signed: _____

Chairperson of Board of Management

Date: _____

Date: _____