



Córas Iompair / Code of Behaviour

This code was originally formulated in 2008 / 2009 school year by the staff, parents and Board of Management of Scoil Chiaráin Naofa. It was reviewed by the same groups in 2012 / 2013 school year, and again in 2016 / 2017.

In devising this code, our policy is to work with the children, in the context of caring relationships. Every effort will be made to adopt a positive approach to discipline, appealing to a child's better nature and encouraging an acceptable standard of behaviour. Scoil Náisiúnta Chiaráin Naofa strives to provide a well-ordered, harmonious, caring, happy and secure atmosphere where the potential of all pupils and staff is nurtured. This code shall take into consideration the particular needs and circumstances of this school. As a community environment we will work towards standards of behaviour based on the basic principles of honesty, a sense of justice and fair-play, respect, consideration and responsibility.

Please see school mission statement appended

1. Aims:

To ensure an educational environment that is guided by our vision statement.

- To create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development-educationally, morally, emotionally and socially.
- To foster an atmosphere of respect, tolerance and consideration for others and a caring attitude towards the environment.
- To ensure the safety and wellbeing of all members of the school community
- To promote self esteem and positive relationships, recognising the differences between children and the need to accommodate these differences
- 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 the procedures
- To ensure that the system of rules, rewards and sanctions is implemented in a fair and consistent manner throughout the school.
- To ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption-free environment.

3. Principles underpinning our code:

(a) The school recognises the variety of differences that exist between children and the need to tolerate these differences.

(b) It is agreed that a high standard of behaviour requires a strong sense of community within the school and high level of co-operation between staff, parents and pupils.

(c) Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.

3. General Expectations of Pupils:

Each pupil is expected

- To be well behaved and to show consideration for other children and adults;
- To show kindness and willingness to help others;
- To be well-mannered and courteous to teachers, other members of staff, visitors, helpers and each other at all times
- To use respectful ways in resolving difficulties and conflict;
- To observe the directions of any teacher or other adult in charge, whether inside the school, in the playground or any other place where the teacher is in charge of pupils
- To be honest and truthful at all times;
- To attend school on a regular basis and to be punctual
- To have respect for personal property, school property and the property of others
- To maintain an acceptable standard of cleanliness, both in person and that of books, copies etc.;
- To enter and leave the school in an orderly manner.
- The cycling of bicycles on the school grounds is forbidden at all times;
- To be litter conscious and to co-operate in keeping school and grounds clean and litter-free;
- To do their homework to the best of their ability:
- Children must wear runners and tracksuit for P.E. class/ Hurling/ Gaelic Football/ Soccer/ Games
- To wear the school uniform - navy skirt, pinafore, trousers, tracksuit, white polo and navy jumper.

Children are **not** allowed

- a. To be in the vegetable garden (except when accompanied by a teacher/ staff member or other adult)
- b. Beside the school gates in the mornings
- c. On the boundary walls
- d. Play ball games in the front yard in the morning before school or at going home time

4. Responsibility of Adults:

The adults encountered by the children at school have a moral 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 should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty, courtesy and respect for everyone
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

Roles and Responsibilities

The Board of Management

The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies, their implementation and decisions about when the code will be reviewed.

The Principal

It is the responsibility of the principal, under the direction of the Board to lead the work on the Code of Behaviour.

Teachers and other staff members

Teachers and other staff members will bring to the work of reviewing and updating of the Code their professional expertise in understanding the links between behaviour and learning and their experience of what works to help students to behave well.

RIALACHA na SCOILE/ SCHOOL RULES:

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. Class rules will be kept to a minimum and formulated in child-friendly language. The School's Yardtime Golden Rules will be revised regularly, particularly when resolving conflict that arises in the playground. *Individual Behaviour Plans* will be put in place where a child requires it. This may include daily feedback to parents recognising improvements as well as areas of concern. The help and support of outside agencies and Psychologists shall be sought where necessary.

Safety: For each child's own safety and that of others-

- (a) Each child should be careful coming to and going from school
- (b) Each child should always walk while in the school building.
- (c) Each child should remain seated at all times in class and while eating lunch.
- (d) Each child should always show respect for his/her fellow pupils while playing and interacting with them.
- (e) Each child should bring a note of explanation following absences.
- (f) Children should arrive on time for school. If children are late more than once a month, this will be treated as a minor misdemeanour.

- (g) If a child needs to leave the school a written explanation should be provided in the child's Homework Journal in advance
- (h) In any school related activity children are expected to respect and co-operate with teachers and adults in charge i.e. hurling and trips etc.

Each child will undertake to behave, interact with and relate to his/her fellow students under the following headings:

Caring for myself:

- (1) I should respect my property and myself, always keeping my school bag, books and copies in good order.
- (2) I should show respect for my school.
- (3) I should always be aware of my personal cleanliness.
- (4) I should always bring a sensible, nutritional lunch to school. Crisps, minerals, sweets or chewing gum are not permitted.
- (5) I should always do my best in school by listening carefully, working as hard as I can by completing my homework.
- (6) I should feel free to tell a staff member if I am unhappy/ upset.

Caring for others:

- (1) (a) I should be kind and respectful to teachers and fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line.
- (2) I should behave well in class so that my fellow pupils and I can learn.
- (3) I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers, etc. home. I should show respect for the property of my fellow pupils, the school building and grounds.
- (4) Be truthful and honest at all times.

Break Time

A rota of teachers will be on supervisory duty at each break-time. On wet or unsuitable days a teacher will supervise during breaks when pupils must remain in their classrooms. In all classes children are expected to engage in safe activities (e.g. board/ card games, Lego etc.)

Only safe games and behaviour are allowed. No running or games on the grass when it is wet. Bring out all you need (coat, ball, skipping rope etc.) Children will observe the 8 Yardtime Golden Rules when playing outside as listed below. When the bell rings, stop playing and line up. Walk quietly into class in single file.

Having gone to the playground at break times, children are not allowed to return to classrooms until the bell rings or without the teacher's permission.

Yardtime Golden Rules

- 1. Be gentle when playing, take turns and play fairly.
- 2. Walk in the "Halla" and use indoor voices.
- 3. Treat others as you would like to be treated yourself.
- 4. Respect everyone and everything in the school.

5. Do stay off the grass on wet days.
6. Listen to the adults on the yard always tell the truth and accept the consequences.
7. Line up nicely and use “Active Listeners”.
8. Enjoy your yard time, play with your own age and share the playground.

Misbehaviour in yard consists of any action that puts the safety of self/other pupil at risk.
Misbehaviour in the schoolyard will incur sanctions

- Advice/Reasoning with child on how to improve behaviour
- Cooling down period, Time- Out at the “Balla” or written exercises.
- Note to parents concerning further misbehaviour in yard.

Bullying:

I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable, in any form, including cyber-bullying. We endeavour to ensure that Scoil Chiarain Naofa is a bully-free zone, (See the school’s anti-bullying policy).

Clár ama na Scoile

School begins: **9.20 a.m.**

School Closes: Junior/Senior **Infants 2.00 p.m.**

Other Classes **3.00 p.m.**

Notification of a child’s absence from school:

It is essential that parents give the school notification in writing whenever their child is absent from school and also give the reason each time for any absence. Parents of children from Rang1 – Rang6 are advised to use the child’s school journal to inform the class teacher of the cause of absence. For children in the Infants classroom a note should be written into their absence booklet. This will be followed up by a letter from the Principal if the matter remains unresolved (Education Welfare Act section 23(2)(e). Parents will be informed by phone call from the school secretary, when children have missed more than 15 school days. The school is legally obliged to inform the N.E.W.B. of all absences of 20 days or more on the standard form. Children with full attendance will be recognised and rewarded each year with certificates and prizes.

A Note from Parents is required in the following circumstances:

If parents wish a child to leave school grounds during school hours.

If parents wish a child to stay indoors at break time because of illness, e.g. asthma, limb in plaster etc.

If the child for whatever reason, has been unable to complete homework. Teachers will note in the child’s homework journal that a piece of homework hasn’t been completed .

Homework

It is the policy of the school to assign homework on a regular basis. Parents are strongly advised to take an active interest in their child's homework and to sign their Homework Journal each night (ensuring that it is done to the parent's satisfaction).

Homework Club

The school runs an optional homework club and children are expected to behave in the same manner as in normal school hours.

Promoting Positive Behaviour:

(a) **Praise** may be given by means of any one of the following;

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- 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 system of merit marks – ie. Student of the month and recognised publicly at assemblies.
- Delegating some special responsibility or privilege.
- A mention to parent, written or verbal communication.
- Golden Time

(b) Unacceptable behaviour will be dealt with as follows:-

(The nature of the behaviour will determine the strategy)

- Reasoning with pupils
- Reprimand (including advice on how to improve).
- Time Out
- Follow up by Circle Time
- Prescribing extra work/ Writing school rules or relevant rule/ Writing Lines – all to be signed by a parent
- Detention
- Temporary separation from peers and/or loss of privileges.
- Referral to Principal/Deputy-Principal
- Meeting with parents.
- Communication with Parents.
- Setting behavioural targets
- Exclusion (Suspension/Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular 7/88 and Education Welfare Act 2000).

Procedures:

The degree of misdemeanours i.e. minor, serious or gross, 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:

Examples of minor misdemeanours:

Interrupting class work / Arriving late for school / Running in school building / Talking in class line / Leaving seat without permission at lunch time / Placing unfinished food/drink cartons in class bin / Leaving litter around school / Being discourteous/unmannerly / Not completing homework without good reason / Not having homework signed by a parent

Examples of steps to be taken by teachers when dealing with minor misdemeanours:

Reasoning with pupil / Verbal reprimand

Noting instance of yard misbehaviour in Behaviour Book

Examples of steps to be taken when dealing with regular occurrences of minor misdemeanours:

Phase 1 (within the classroom)

Write story of what happened or copy the school rules or write relevant rule to an amount decided by the teacher - all to be signed by parent

Note in homework journal to be signed by parent / Temporary separation from peers (put on balla/detention)

Denial of participation in some class activity

Phase 2:

- 1) Send to Principal
- 2) Class teacher meets one/both parents
- 3) Principal/Deputy-Principal meets one/both parents concerning behaviour.

Examples of serious misdemeanours

Constantly disruptive in class / Telling lies / Stealing / Damaging other pupil's property

Bullying / Back answering a teacher / Frequenting school premises after school hours without permission / Leaving school premises during school day without permission.

Not working to full potential / Using unacceptable language / Bringing weapons to school.

Endangering self or fellow pupils in the school.

Examples of steps to be taken when dealing with serious misdemeanours:

- 1) Send to Principal
- 2) Principal sends note in Journal to be signed by parent
- 3) Principal meets with one/both parents
- 4) Chairperson of Board Of Management informed and parents requested to meet with Chairperson and Principal

Examples of Gross Misdemeanours

- ◆ Setting fire to school property or tampering with fire extinguisher.
- ◆ Deliberately damaging school property or that of staff members
- ◆ Aggressive, threatening or violent behaviour towards a teacher/pupil/member of school staff.
- ◆ Behaviour that has a seriously detrimental effect on the education of other pupils.
- ◆ The student's continued presence in the school at this time constitutes a threat to safety.

Examples of steps to be taken when dealing with gross misdemeanours

1) In exceptional circumstances where there is serious and immediate danger to a pupil or staff member or visitor, the Principal in consultation with the Chairperson of Board of Management has the right to sanction immediate suspension pending discussion with parents (Health and Safety)

Exclusion (Suspension or Expulsion) will be considered in an extreme case in accordance with Rule 130 (6), Before suspending or expelling a pupil, the Board shall notify the local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act 2000.

(2) Suspension and Expulsion

Before serious sanctions such as Suspension and Expulsion are used, the normal channels of communication between school and parents will be utilised. For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. (Aggressive, threatening or violent behaviour towards a teacher/staff member/pupil will be regarded as serious or gross misbehaviour). Prior to suspension, the principal in consultation with teachers and staff may review the case, taking due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information or psychological assessment. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the Principal. 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, teachers or staff, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three days, pending a discussion of the matter with the parents.

Appeals

The Board of Management shall offer an opportunity to appeal a principal's decision to suspend a pupil. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

Records

Reports of serious incidents will be logged in the Incident Log Book in the school office. All interventions aimed at helping the child to deal with unacceptable behaviour shall be recorded, including contact with parents or referral to other agencies (NEPS Psychologists, Child Guidance Clinic or Counselling etc). Positive responses by a pupil and evidence of changed behaviour will be recorded and acknowledged.

Bullying (See School Anti- Bullying Policy)

Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against other.

A) Procedures for noting and reporting incidents of bullying:

- (a) All reports of bullying will be noted, investigated and dealt with by the class teacher in accordance with the school Anti-Bullying Policy, so that pupils will gain confidence in telling. A special Incident Book will be kept in the staffroom.
- (b) All incidents of bullying behaviour will be referred immediately to the Principal
- (c) Parents shall be informed by the Principal earlier rather than later.
- (d) Parents/Guardians who wish to report incidents of bullying may do so by either contacting the Class Teacher/ Principal or stating their case in writing.
- (e) Pupils must understand that reporting is not 'telling tales'
- (f) Non-teaching staff will report incidents of bullying behaviour witnessed by them or mentioned to them, to class teacher or teacher on yard duty and to the Principal.
- (g) The teacher shall deal with the incident immediately and keep a written account in the Class Incident Book. Prior to leaving the school on the day of the incident, the teacher must report the incident and the outcome to the Principal. The class teacher will monitor very carefully the children involved in the bullying episode during the following fortnight and keep a daily written report. Teacher will also endeavour to resolve the issue by carrying out SPHE lessons and Circle Time. In the event of an unsatisfactory conclusion, the Principal will become involved.

B) Procedures for investigating and dealing with bullying

1. Calm, unemotional problem-solving approach
2. Incidents best investigated outside the classroom situation
3. Teacher should speak separately to the pupils involved
4. Answers should be sought to questions of What, Where, When, Who and Why
5. Members of a gang should be met individually and as a group
6. Meet parents of parties involved .

Where cases remain unresolved at school level, the matter shall be referred to B.o.M. If not solved at Board level, the matter will be referred to the local inspector.

Positive Strategies

Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular programmes/policies - The Alive-O and Grow In Love religious programmes, the Social Personal and Health Education (S.P.H.E.) programme, Circle Time, the Stay Safe and Relationships and Sexuality (R.S.E.) programmes, the school's own Anti-Bullying policy, School Attendance Policy and the Enrolment Policy. As self-esteem is the single most important factor in determining behaviour, teachers will endeavour to use every opportunity to reward children for efforts.

- The Alive-O and Grow In Love religious programmes promotes respect for self and others and moral development.
- The Social, Personal and Health Education (S.P.H.E.) programme, which includes the Stay Safe Programme will be used to enhance self-esteem and to address the problem of bullying behaviour.
- All parents are expected to support this Code of Behaviour and sign a written commitment to this Code when enrolling their child in Scoil N. Chiaráin Naofa. (See Registration form)

Methods of Communicating with parents

The school recognises the key role parents hold in the education of their children. There is often daily informal contact between parents and the staff. Parents are asked to contact the school as soon as they become aware of a problem to make an appointment to see the Class teacher and /or the Principal to discuss the issues involved. The school has a policy of regular consultation with parents to review each child's progress. Parents are encouraged to talk in confidence to teachers about any significant development in a child's life that may affect the child's behaviour. In cases where there is serious concern regarding a child's behaviour or bullying, the Principal teacher will contact parents/guardians concerned to discuss the particular problem, to seek co-operation and to outline the school's disciplinary methods.

This Code of Behaviour is subject to review from time to time. The code will be revised in 2018/2019.

This Code of Behaviour was ratified on _____ at a meeting of the Board of Management.

Signed: _____