

# **Star of the Sea Primary School**

## **Code of Behaviour**

### *Tuilltear Meas le Dícheallacht*

#### **1. Introduction**

Our school aims to be a happy, safe, and stimulating environment for all those involved in the school community- pupils, staff and parents.

Everyone has a part to play in achieving this goal. The children need to feel secure and cared for by all. It is essential they learn to take responsibility for their actions and know they are appreciated for their good values. Teachers and parents/guardians must work together to create this environment for the children.

The Code of Behaviour is a key tool in enabling the school authorities to support the learning of every pupil in the school. It helps teachers, other members of staff, pupils and parents to work together for a happy, effective and safe school.

#### **2. General Expectations for Positive Behaviour**

- Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and feel safe is unacceptable.
- Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- Pupils are expected to take pride in their appearance, to have all their schoolbooks and required materials.
- Pupils are expected to obey a teacher's instructions, to work to the best of their ability, and to complete and present assignments neatly.
- Pupils are expected to attend school every day unless there is a genuine reason for absence in which case the school must be informed in writing.
- Pupils are expected to behave correctly, as outlined above, while engaged in an extra-curricular school activity e.g. travelling on the school bus, swimming, school tour, educational visit, sport related activity etc.
- Pupils are asked to agree to a class contract of expected behaviour.

### 3. Class Routines and the Golden Rules

#### *The Golden Rules*

Be Gentle	Don't hurt anyone
Be Kind	Don't hurt anyone's feelings
Listen Well	Don't shout out
Work Hard	Don't waste your or other people's time
Look After Property	Don't damage it
Be Honest	Don't cover up the truth

***Abbreviated Golden Rules for Infants:***  
**Kind hands**  
**Kind words**  
**Kind Feet**

The expectations of good behaviour required from pupils outlined in par. 2 are communicated through discussion of the Golden Rules. At the beginning of each school year each teacher explores with his/her class how people should treat each other; what is required of a class and the teacher to allow learning to take place. The importance of and necessity for routines and the Golden Rules are discussed by the teacher and the class. These rules/routines will form the basis for the smooth running of each classroom and from there out into the school community. Each class will formulate and display their own age appropriate version of The Golden Rules.

### 4. Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and a greater emphasis is placed on rewards and incentives than on sanctions. Rewards acknowledge behaviour that is valued and wanted. Rewards are most effective when they are meaningful to the pupil/class and closely linked in time to the behaviour that is being rewarded. Hence teachers will endeavour to apply suitable rewards as immediately as possible. In motivating a pupil/class to improve behaviour, care is needed to ensure that the reward does not seem unattainable and as a result is likely to de-motivate the pupil/class.

Rewards are used consistently by all the staff.

The following is a list of such incentives/strategies. Teachers may adapt these and/or employ other strategies as they see fit.

- Praise
- Written positive comments in copies/workbooks
- A visit to another class or teacher for commendation
- Display of pupil's work
- Homework off award
- Merit stamps/stickers

- Happy Face card
- Individual class merit awards
- Delegating some special responsibility or privilege
- Written or verbal communication with parent/guardians
- Reward Time (Please see par. 8 Behaviour During Break Times)
- Class Dojo

## **5. Discouraging Misbehaviour**

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. A sanction should be used in a respectful way that helps pupils to understand the consequences of their behaviour, the effect of their behaviour on others and to take responsibility for changing that behaviour. Sanctions will be applied according to the gravity of the misbehaviour and with due regard to the age and emotional development of the child or class. At all times the pupil/class must be able to relate the sanction to the behaviour that prompted the imposition of the sanction and understand that it is the behaviour and not the person which is being punished.

The following is a list of sanctions. Teachers may adapt these and/or employ other strategies as they see fit.

- Reasoning with the pupil/s
- Verbal reprimand including advice on how to improve
- Temporary separation from peers (in class)
- Sad face card
- *Reflection on My Behaviour* (Appendix 1)
- Writing out the school rule/s or The Golden Rules
- Temporary removal of child to another classroom
- Contact parents/guardian
- Loss of privileges e.g. an assigned responsibility for example class leader/assigned class job

**In extreme/recurring circumstances and at the discretion of the principal/deputy, the following sanctions may be used:**

- Denied permission to attend or represent the school at an extra-curricular/sport activity
- Communication with parents (Please see par 7 Managing Challenging Behaviour)
- *Behaviour Management Plan* (Appendix 2a and 2b and 6)
- Formal report to the Board of Management
- Exclusion (suspension and/or expulsion) from school in accordance with Rule 130 of The Rules for National Schools as amended by the Education Welfare Act 2000 and the Education (Miscellaneous Provisions Act) 2007

## **6. Categories of Behaviour**

Behaviour is divided into three broad categories: Minor Misbehaviour, Major Misbehaviour and Gross Misbehaviour. While examples of the three types of behaviour follow, the list is not exhaustive:

### **Minor Misbehaviour**

- Talking out of turn
- Not listening to the teacher or other pupils
- Disruptive behaviour
- Eating in class
- No homework done
- Lack of effort in co-operating with the teacher
- Lack of effort in schoolwork
- Untruthfulness
- Uncooperative behaviour in yard
- Chewing gum
- Not following instructions

### **Major Misbehaviour**

- Persistent and consistent minor misbehaviours
- Refusing to follow instructions
- Deliberately hurting another child
- Use of inappropriate and/or lewd language towards pupils and staff
- Use of inappropriate and/or lewd gestures towards pupils and staff
- Name calling

### **Gross Misbehaviour**

- Bullying
- Theft
- Vandalism
- Aggressive, threatening or violent behaviour, verbal or physical towards anyone in the school community
- Persistent and consistent major misbehaviours

## **7. Procedures for Managing Challenging Behaviour**

The class teacher will deal with routine incidents of misbehaviour through classroom management strategies. Through notes in the homework journal the teacher may communicate to parents, as she/he sees fit, such lapses in proper conduct by the pupil.

Where pupils are failing to manage their behaviour and may be at risk of failing behaviourally, socially and educationally additional inputs from the Deputy Principal and/or Principal may be offered to support the class teacher.

- The class teacher will request, in writing, (ie homework journal or letter) a meeting of the parents with a view to discussing how best to support the pupil in managing and changing his/her behaviour. If deemed appropriate a *Behaviour Management Plan* (Appendix 2a/2b) outlining attainable targets for improving behaviour will be put in place for two weeks for the pupil involved.
- If there is improvement in the behaviour this is communicated to the parents verbally or through use of the homework journal. If, however, the misbehaviour persists, a second meeting with the parents is requested, in writing (Appendix 5). This meeting will involve the class teacher and the Deputy Principal.
- The second meeting will involve all the parties involved with a view to exploring how best to help the child to improve his/her behaviour. An agreed *Behaviour Management Plan* (Appendix 6) with clear expectations, goals, positive outcomes and consequences for unacceptable behaviour will be implemented for two weeks. This *Behaviour Management Plan* will be supervised by the class teacher and the Deputy Principal. Compliance with the plan and improved behaviour will result in the child being reward. If the misbehaviour continues, the agreed sanctions will be imposed and the child and his/her parents will be referred to the Principal.
- The Principal will meet with the parents and outline that failure on their part to ensure compliance by their child with the Code of Behaviour will result in informing the Board of Management.  
The Principal may facilitate a further opportunity for the child to improve his/her behaviour and work within the provisions of the code.  
A further serious breach of behaviour will result in the pupil being referred to the Board of Management. The Board of Management assumes responsibility for further action with the pupil and his/her parents.

### **8. Behaviour during Break-times**

The expectations of good behaviour outlined in this code apply to break- times.

Good behaviour in the yard is acknowledged with ‘Reward Time’ – an additional 10 minutes play on Fridays. Unacceptable behaviour results in loss of ‘Reward Time’ and/or additional sanctions as outlined in the procedures below.

The teacher on supervision duty may employ his/her discretion in dealing with minor discipline problems during play time i.e. time out, shadowing the teacher etc. If, after consultation with class teacher, supervising teacher and Deputy Principal, a misbehaviour is deemed serious, a yellow note is given and loss of reward time is automatic. At times, additional sanctions may be imposed.

All pupils are expected to obey the bell – ‘freeze’ on first bell. On the second bell they walk to the line and stand quietly in a straight line. Any deviation from above may result in loss of part of the next break or reward time.

All misbehaviours must be recorded in the yard book. When recording in the yard book, name, class and class teacher of child must be written in the yard book and initialled by the teacher on duty.

Yellow notes are to be signed by the class teacher and the deputy Principal.

Class teachers must keep a consistent and accurate record of all misdemeanours and names of pupils who have had sanctions imposed. The Deputy Principal will also keep a record. All yellow notes must be returned signed and it is the responsibility of the class teacher to ensure this happens. The returned signed sheet is to be shown to the Deputy Principal by the pupil involved. The returned yellow notes will be stored by the Deputy Principal.

The yard books will be monitored regularly by the Deputy Principal.

### **9. Bullying**

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name calling, intimidation, extortion, isolation and taunting. One incident of online abuse is considered bullying. Bullying will not be tolerated and parents will be expected to co-operate with the school at all times in dealing with instances of bullying in accordance with the school's *Anti-Bullying Policy*.

### **10. Suspension and/or Expulsion**

Before serious sanctions such as suspension and expulsion are used, the normal channels of communication between school and parents will have been utilised and strategies employed to encourage the pupil to change his/her behaviour.

Where there are repeated incidents of major misbehaviours and/or an incident of gross 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. If the parents do not give an undertaking that their child will behave in an acceptable manner in the future, 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 involved members of the school community, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical/psychological information.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000 and the Education (Miscellaneous Provisions Act) 2007

In the case of Gross Misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of pupils and staff, the Board authorises the Chairperson and/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 may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000 and the Education (Miscellaneous Provisions Act) 2007

Before suspending or expelling a pupil, the Board shall notify the Local Education Welfare Officer in writing in accordance with section 24 of the Education Welfare Act 2000.

### **11. Removal of Suspension (Reinstatement)**

Following or during a period of 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.

### **12. The School Rules**

The *School Rules* (Appendix 8) are kept to a minimum and are devised with regard to the health, safety and welfare of all members of the school community. At the beginning of each school year the rules are revised and explained in each class. They are also listed in the homework journal.

### **13. Supervision of Pupils and Absenteeism**

Parents are reminded that the staff of the school does not accept responsibility for pupils before 8.30 a.m. or after the official closing time of 1.30 p.m. (Infants) and 2.30 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with the standards outlined in the Code of Behaviour.

A written explanation should follow any absence. The notes in the homework journal may be used for this purpose.

### **14. Responsibilities of the School Community**

The Code of Behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. Consequently all partners of the school have responsibilities to ensure the effective implementation of the code.

#### **Board of Management's Responsibilities**

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

#### **Principal and Deputy Principal's Responsibilities**

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

#### **Teachers' Responsibilities**

Support and implement the school's code of behaviour.

- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare schoolwork and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

### **S.N.A.s' Responsibilities:**

- Support in implementing behaviour strategies.
- Observation.
- Pre-empting stressful situations.
- Bringing incidents to the attention of the teacher on duty/class teacher.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Be courteous, consistent and fair.
- Provide support for colleagues.

### **Pupils' Responsibilities**

- 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 behaving in any way that would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

### **Parents'/Guardians Responsibilities**

Encourage children to have a sense of respect for themselves and for property.

- Ensure that children attend school regularly and punctually.
- Be interested in, support and encourage their children's schoolwork.
- Be familiar with the Code of Behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems that may affect their child's progress/behaviour.



## **Formal Procedures:**

*Misbehaviour during break time:*

- ❖ Yellow notes refer to misbehaviour during break times.

*General Misbehaviour:*

- ❖ *Reflection on my behaviour – Blue notes for classroom behaviour (Appendix 1) – Note in journal*
- ❖ *Behaviour management Chart (Appendix 2) – Note in journal*
- ❖ *Reminder letter to parent(s) regarding code of behaviour (Appendix 3)*
- ❖ *Appointment with parent and class teacher (Appendix 4)*
- ❖ *Appointment with parent, class teacher and deputy principal (Appendix 5)*
- ❖ *Stage 2 Behaviour Management Plan (Appendix 6)*
- ❖ *Appointment with parent, class teacher and principal.*
- ❖ *Formal report to Board of Management (Possible suspension/expulsion)*

**Reflection on My Behaviour.**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

What I did \_\_\_\_\_

What I should have done \_\_\_\_\_

Signed: \_\_\_\_\_  
Pupil

\_\_\_\_\_  
Parent/Guardian

*Appendix 1a:*

**Senior Classes**

Reflection on My Behaviour.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

My behaviour was wrong today because I

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What I should have done was

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In future I will

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Signed: \_\_\_\_\_  
Pupil

\_\_\_\_\_  
Parent/Guardian

Appendix 2 (a):

**Sample Behaviour Management Plan (juniors)**

Teacher: \_\_\_\_\_

Week Commencing: \_\_\_\_\_

Child: \_\_\_\_\_

<b>Classroom rules</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1. I will work without distracting others.					
2. I will remain seated during class time.					
3. I will raise my hand to ask or answer a question.					
4. I will do my best work.					

Teacher' Signature: \_\_\_\_\_

Parent / Guardian signature: \_\_\_\_\_

Principal / Vice Principal signature: \_\_\_\_\_

❖ Note: The targets and presentation may change depending on the desired behavioural outcomes or the age of the child, as the teacher deems appropriate.

Appendix 2 (b):

**Sample Behaviour Management Plan (seniors)**

Teacher: \_\_\_\_\_

Week Commencing: \_\_\_\_\_

Child: \_\_\_\_\_

<b>Classroom rules</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1. I will have my text book open on the correct page.					
2. I will listen to the teacher's instructions and do my best.					
3. I will work without distracting others.					
4. I will always show a good attitude and have manners and respect					

Teacher' Signature: \_\_\_\_\_

Parent / Guardian signature: \_\_\_\_\_

Principal / Vice Principal signature: \_\_\_\_\_

❖ Note: The targets may change depending on the desired behavioural outcomes, as the teacher deems appropriate.

Appendix 3:

**Reminder letter to Parents regarding Code of Behaviour**

Dear Parent(s)/Guardian(s)

Please talk to your child and remind him/her of the importance of keeping the following classroom rule/rules:

- Behaving in class.
- Having respect for the teacher.
- Co-operating in class.
- Not deliberately hurting others.
- Listening and paying attention.
- Wearing full school uniform.
- Having respect for all children in the class.
- Having respect for school property, their own belongings and others.
- Following instructions.
- Doing his/her best.

Teacher's comments: \_\_\_\_\_

Signed: \_\_\_\_\_

Date \_\_\_\_\_

I have talked to my child about the importance of the above indicated classroom rules. He/she promises to try harder.

Signed: \_\_\_\_\_ (Parent / Guardian)

*Appendix 4:*

Dear Parents / Guardians

You have received a reminder letters regarding \_\_\_\_\_'s behaviour. There is still no improvement. I would like to discuss this matter with you.

**I have arranged a meeting at the time stated below.**

\_\_\_\_\_  
Class Teacher

**Appointment**

I would like to talk to you regarding your child's behaviour.

Day: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Signed: \_\_\_\_\_ Class teacher

I will be available to meet at the above stated time.

Singed: \_\_\_\_\_ Parent/Guardian

If you are unavailable, please contact the office to re-schedule (021-4842072)

*Appendix 5:*

Dear Parents / Guardians

Although your child has been on a tailored management plan for \_\_\_ weeks, there is still no improvement in his/her behaviour. As outlined in our discipline policy the next step is to meet you again, with both your child's class teacher and the deputy principal present.

\_\_\_\_\_  
Deputy Principal

\_\_\_\_\_  
Class Teacher

**Appointment**

We would like to talk to you regarding your child's continued misbehaviour.

Day: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Signed: \_\_\_\_\_ Class teacher

Signed: \_\_\_\_\_ Deputy Principal

If you cannot make the above stated time, please contact the office to re-schedule.  
(021-4842072)

Signed: \_\_\_\_\_ Parent / Guardian



Appendix 6:

**Behaviour Management Plan – Stage 2**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**\_\_\_\_\_ IS EXPECTED TO FOLLOW THE SCHOOL’S GOLDEN RULES AND DO HIS/HER BEST ALWAYS.**

He/She is expected to achieve the following goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The pupil, principal and parent have agreed to the following positive outcomes if \_\_\_\_\_ reaches his/her goals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The student will receive the following incentives:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**CONSEQUENCES**

There will be consequences for serious unacceptable behaviour as outlined in the school’s Code of Behaviour. Sanctions will also be applied for failure to meet the expectations outlined above. These will be:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Signed: \_\_\_\_\_  
Pupil    Parent    Deputy Principal

**Yellow Note:**

Date: \_\_\_\_\_

**Supervised Time-Out**

Dear Parent(s)/ Guardian(s),

I am writing to inform you that \_\_\_\_\_ will have supervised time-out from the yard on \_\_\_\_\_ for unacceptable behaviour at break time. \_\_\_\_\_ was responsible for:

- Deliberately hurting and causing injury to another child.
- Using bad/inappropriate language.
- Continually disrupting and spoiling play.
- Refusing to co-operate with teacher on duty.
- Disrespectful/insolent behaviour towards staff.
- Unsafe/dangerous play.
- Engaging in bullying behaviour.
- Disobeying school rules.

Comments: _____	
_____	
_____	
_____	
_____	
_____	
Signed: _____	
Deputy Principal	Class Teacher

Please talk to your child to remind him/her of the importance of obeying the school rules.

I have spoken with _____ about his/her unacceptable behaviour. She/He promises to behave in accordance with the school rules.	
Signed: _____ (Parent/Guardian)	
Date: _____	

*Appendix 8*

**Anti Bullying Policy**

*Appendix 9*

**The School Rules**