



Code of Behaviour Policy

1. Introduction

This Code of Behaviour is a set of rules and guidelines drawn up by the teaching staff of Donaghpatrick N.S. and approved by the Board of Management. The code is in accordance with the Department of Education and Skills guidelines and rules and the Education Welfare Act, Section 23, which states that the code of behaviour shall specify:

“the standards of behaviour that shall be observed by each student attending the school”.

2. Rationale

The code outlines the rules for the pupils in the school and the procedures to be adopted by parents/guardians in their communication with the school. The code is designed in the best interests of all the pupils of the school to ensure that children will learn and play in a happy, healthy and safe environment. It is designed in the interests of the staff, that they will be respected as professionals and that they will work in harmony together for the well-being of the school community. It is designed in the interests of parents, that they identify their crucial role in co-operating with the school in the implementation of the code.

Together we can create a **wholesome, happy environment** in which children can **grow and develop intellectually, spiritually, aesthetically, physically, emotionally and socially**. A solid code of behaviour is essential for the creation of this environment.

3. Relationship to characteristic spirit of the school

Donaghpatrick N.S. aims to promote the full and harmonious development of all pupils: cognitive, intellectual, physical, cultural, moral and spiritual, including a living relationship with God and other people and promotes a Christian philosophy of life.

We offer the children a happy, safe and caring environment in a pleasant and inspiring atmosphere where they are happy to learn, work and play. We wish Donaghpatrick N.S. to be a place where all members of the school community are happy and well-adjusted in an atmosphere where each child is encouraged and enabled to reach his/her full potential. We see the school community as a partnership of parents, teachers, children, board of management, priest, and the wider community.

4. Principles:

- The school recognises the variety of differences that exist between children and the need to accommodate these differences
- It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils
- Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner

5. Aims

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society
- To foster a sense of responsibility and self-discipline
- To support good behaviour which is inclusive and respectful of all and with appropriate accommodations of difference
- To foster caring attitudes to one another and to the environment
- To encourage the involvement of the whole school community in the implementation of this policy.

6. Responsibility of Adults

In partnership, parents and staff (teachers, extra-curricular and ancillary staff) 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.

7. Parents/Guardians co-operation

To maintain high standards of behaviour we rely on the continuing support and co-operation of all Parents/Guardians.

It is the policy of our school to notify Parents/Guardians in cases of persistent/serious/gross misbehaviours.

To this end we request them to:

- Familiarise themselves with the school's policy on 'Code of Behaviour', 'General School Policy' and 'Anti-Bullying Policy'
- Co-operate with the school with regard to the implementation of these policies and all other policies
- Communicate with the teacher or principal any circumstances likely to affect the behaviour of the child in the school

8. School Rules

Rules apply during school-time and during all school related activities

1. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect for other students and their learning
4. We are kind and willing to help others
5. We follow instructions from staff
6. We walk quietly in the school building
7. We show courtesy and good manners
8. We try to use respectful ways of resolving difficulties and conflict
9. We do our best in class
10. We tell the truth
11. We take responsibility for our own work
12. We wear the appropriate uniform
13. We follow our Healthy Eating Policy

9. Strategies for responding to appropriate behaviour

Part of the vision of Donaghpatrick N.S. is to help children achieve their personal best – academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems are based on positive behaviour. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to. 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. The formal curriculum of the school will also be used to educate all pupils regarding acceptable behaviour. Positive behaviour or otherwise may be raised through the school Religion programme, the Social, Personal and Health Education programme, the Stay Safe programme, the Arts and/or Circle time. Praise and good example are the most influential ways of developing positive behaviour.

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 copy
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a class or group
- Certificates/Prizes
- A reward system
- Delegating some special responsibility or privilege
- A mention to parents, written or verbal

10. Strategies for responding to inappropriate behaviour

The Education (Welfare) Act 2000, Section 23, states that a school must outline *'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'*.

We have divided the degree of misbehaviours into

- **Minor**
- **Serious**
- **Gross**

and these will be judged by the teachers and/or Principal based on a **fair, common sense approach** with regard to the gravity/frequency of such misbehaviours, as follows:

10.1 Examples of Minor Misbehaviours:

Interrupting class work/repeatedly arriving late for school/running in the school building/talking in the class line/leaving assigned seat without permission/leaving litter around the school/not wearing the correct school uniform/being discourteous/unmannerly/not completing school/homework to the best of his/her ability without good reason/ /endangering self/fellow pupils/disrupting fellow pupils in the school yard at break time/not participating in class activities

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

- Verbal reprimand/reasoning with the pupil
- Noting instance of misbehaviour in class through use of reward system
- Temporary separation from classmates, during class activities or during break times
- If a pupil's behaviour is a source of danger/disruption he/she may be removed from that activity in which he/she is involved
- Incomplete homework may have to be completed
- Badly presented work may have to be redone
- Detention during break times may be given for repeated minor misbehaviour (supervised)

10.3 Examples of Serious Misbehaviours:

Constantly disruptive in class/telling lies/stealing/damaging other pupil's/school property, bullying/back answering a teacher/not working to full potential/using unacceptable language/bringing weapons to school/deliberately injuring a fellow pupil/use of slanderous, insulting or offensive remarks

10.4 Examples of steps to be taken when dealing with serious misbehaviours:

- Write an account, at school
- Note home to be signed by parent/guardian
- Temporary separation from peers
- Sending to another teacher/principal
- Loss of participation in some reward activities
- Text/ e-mail to parents concerning regular misbehaviour
- Any/all of the list used under 'minor misbehaviour'

10.5 Examples of Gross Misbehaviours

Setting fire to school property/deliberately leaving taps/fire hose turned on/tampering with fire alarm/actual violence or physical assault/serious threat of violence against another pupil/teacher/staff/leaving school premises during school day without permission/sexual assault/supplying illegal drugs to other pupils

(It should be noted that these lists consist of examples only: It is not meant to be a totally comprehensive list of misbehaviours and procedural steps).

10.6 Examples of steps to be taken when dealing with gross misbehaviours:

- Any/all of the list used under 'serious misbehaviour'
- Send to the Principal
- Principal meets with one/both parents
- Chairperson of Board Of Management is informed and parents requested to meet with the Chairperson and Principal

10.7 Suspension (see attached NEWB Guidelines Chapter 11)

The N.E.W.B. guidelines recommend the following possibilities:

- (a) Principal power to suspend for 3 days
- (b) Principal power to suspend for 5 days, with approval of Chairperson of B.O.M.
- (c) B.O.M. may suspend up to a maximum of 10 days.

Note: Suspension is a proportionate response to the behavior that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- ❖ The student's behaviour has had a seriously detrimental effect on the education of other students
- ❖ The student's continued presence in the school at this time constitutes a threat to safety
- ❖ The student is responsible for serious damage to property

- Suspension will only be enacted if appropriate to the situation.

10.8 Expulsion (see attached NEWB Guidelines Chapter 12)

Grounds for Expulsion:

- (a) If meeting with parents and/or suspension is unsuccessful in changing behaviour
- (b) Behaviour is a persistent cause of significant disruption to the learning of others and the teaching process
- (c) The continued presence of the pupil constitutes a real and significant threat to safety
- (d) The pupil is responsible for serious damage to property.

10.9 Automatic Expulsion for first offence:

A Board of Management can impose automatic expulsion for certain prescribed behaviours which include:

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

The Education Welfare Act 2000 (Section 24) stipulates that where a board of management is of the opinion that a student should be expelled, the board of management is required to inform the N.E.W.B. in writing of its opinion.

The Board of Management and Principal have a duty to ensure that there are no undue delays in an investigation and in making decisions about the imposition of suspension or expulsion. Great care should be taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence.

11. Enrolment

By enrolling in school, parents/ guardians and children agree to make all reasonable efforts to comply with our Code of Behaviour.

12. Anti-Bullying Policy

“The school does not tolerate or condone bullying of any form or at any level of the school community. The Board of Management is committed to ensuring that all members of the school community - pupils, staff and parents are enabled to act effectively to deal with bullying”.(Anti-Bullying Policy For Donaghpatrick N.S.). Anti-bullying comes under its own policy.

13. Appeal

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, the Board of Management/Principal will advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent.(See Circular 22/02)

14. Review, Implementation and Ratification.

This policy will be implemented immediately following ratification by the Board of Management and will be reviewed regularly. It will be reviewed by the full staff and Board of Management every five years.

Ratified by Board of Management on 11-10-2018
(Date)

Signed: Vincent Judge
Vincent Judge (Chairperson B.O.M.)

Date: 11-10-2018

Attachments:

1. General School Policy
2. Copy of Chapter 11 ‘Suspension’
(Developing a Code of Behaviour: Guidelines for Schools N.E.W.B. 2008)
3. Code of Chapter 12 ‘Expulsion’
(Developing a Code of Behaviour: Guidelines for Schools N.E.W.B. 2008)