

**Code of Behaviour**

**Introduction:**

The Code of Behaviour of Glenbeg NS was reviewed by the staff, BOM, parents and children in accordance with Guidelines issued by the National Educational Welfare Board (NEWB), as per section 23 of the Education (Welfare) Act 2000.

**Aims:**

* In Glenbeg NS we aim to accommodate the individuality of each child while acknowledging the right of each child to an education in a safe and relatively disruption-free environment.
* Every effort will be made by all members of staff to adopt and promote a positive approach to behaviour in Glenbeg NS and all activities related to the school.
* In Glenbeg NS we place greater emphasis on praise and reward than on sanctions, in the belief that this will give the best results. Issues are resolved with care, respect and consistency.
* The school recognises the variety of differences between children and the need to accommodate these differences.
* It is agreed that a high standard of behaviour requires and promotes a strong sense of community and a high level of co-operation among staff, and between staff, pupils and parents/guardians.
* Our school rules for behaviour in class and out of class are kept to a minimum and are positively stated in terms of what pupils should do. These rules are learned by pupils at the beginning of their school year & reinforced at the start of each school term. Pupils are disciplined by being motivated to keep these rules.
* All efforts will be made to match the curriculum to the abilities and aptitudes of each pupil.
* The overall responsibility for discipline in the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and on school related activities, in keeping with the school’s Code of Behaviour.
* The Principal will be informed of incidents of Serious or Gross Misbehaviour.
* We use Restorative Practice in Glenbeg NS to focus on developing positive relationships between all members of the school community. (See Appendix A) Is this something the whole staff needs to engage in - Croke Park???

**Implementation:**

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Good behaviour will be encouraged. Where difficulties arise, parents will be contacted at an early stage.

**Board of Management’s Responsibilities:**

* Provide a comfortable, safe environment.
* Support the Principal and staff in implementing the Code.
* Ratify the Code

**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.

# **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 which would endanger others.

# Avoid all nasty remarks, swearing and name-calling.

# Include other pupils in games and activities.

# Follow general school and class rules.

# **Teachers’ Responsibilities**

# Support and implement the school’s Code of Behaviour.

# Create a safe working environment for every pupil.

# Recognise and affirm good work or good behaviour.

# Prepare school work and correct work done by pupils.

# Recognise and provide for individual talents and differences among pupils.

# Keep opportunities for disruptive behaviour to a minimum.

# Deal appropriately with misbehaviour.

# Provide support for colleagues.

# Keep a confidential record of instances of misbehaviour & repeated instances of misbehaviour.

# Communicate with parents/guardians when necessary & provide reports on matters of mutual concern.

# **Parents’/ Guardians’ Responsibilities**

# Encourage children to have a sense of respect for themselves and for both school property and the property of others.

# Ensure that children attend school regularly and punctually.

# Be interested in, support and encourage their children’s school work.

# 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 and communicate with the school in relation to any problems which may affect the child's progress/behaviour.

* Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
* Be courteous towards pupils and staff
* Make an appointment to meet with a teacher/the Principal through the office
* Label pupils’ coats and other personal property

***It is a condition of enrolment to Glenbeg NS that all parents read the Code of Behaviour and sign the consent/agreement to accept and ensure that both they and their children accept and adhere to the Code of Behaviour of Glenbeg NS***

***As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person’s child on the school premises.***

# **General Guidelines for Behaviour:**

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 be shown for the property of each child and of the school at all times also. See **Appendix B** for a list of General Rules.

# **Code of Behaviour**

The code of Behaviour covers the following areas:

* Behaviour in class
* Behaviour in the playground
* Behaviour in the school environment and behaviour on school outings
* Attendance at school as per the Education Welfare Act
* Extra-curricular activities.

# **Behaviour in class:**

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards a staff member (e.g. defiance, cheek, insolence) are unacceptable. 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 co-operation is required at all times. Pupils must co-operate with instructions given by the teacher.

# **Classroom Rules**

1. Be ready for class
2. Good manners are expected at all times
3. Always do your best and allow others to do the same
4. Raise hand, wait for attention and listen to the person who is speaking
5. Take good care of personal and classroom property
6. Ensure you are safe in class and make it safe for others

# **Behaviour in the Playground:**

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 is forbidden. Games or activities considered to be dangerous are not allowed. Any behaviour which interferes with other pupils’ play is not permitted.

# **Out of Class Rules:**

1. Stay within the boundaries of the yard
2. Play safely and fairly. Treat others fairly, the way you would like yourself to be treated
3. Keep yard and school environment litter free and tidy
4. Stay clear of the fire alarm and respect all school property
5. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.
6. Pupils may only leave the playground during breaks if they have permission from the supervising adult, this includes re-entering the school building.

***Both Classroom and Out of Class Rules will be displayed in all classrooms and in the main hall. Teachers will remind the children of the rules at the start of each term.***

# **Behaviour in the School Environment & Behaviour on School outings:**

1. Respect and courtesy to others is essential.
2. Any kind of verbal or physical abuse of other pupils is unacceptable.
3. Use of bad language among pupils or directed towards staff members is not allowed.
4. Bullying or intimidation of other pupils is against our school rules and is always regarded as a serious offence.
5. Pupils must show respect for school property at all times.
6. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.
7. When on school outings pupils are expected to behave in an orderly manner and show respect for public property.
8. They should always co-operate fully with their teachers and staff members.

**REPORTING OF STUDENT ABSENCES:**

Under the Education Welfare Act (2000), a school is obliged to report to Tusla when:

* a student has reached 20 days’ absence cumulatively
* a Principal is concerned about a student's attendance
* the Board of Management decides to expel a student
* a student has been suspended for 6 days or more cumulatively

Where teachers have concerns relating to a child’s attendance and/or punctuality the following procedures will be followed:

* Note home or phone call checking reason for child’s absence or late arrival at school – reminding parents/guardians of their responsibility to provide notes explaining absences.
* Meeting with parents/guardians to discuss the situation.
* Further monitoring of the situation.
* If there is no improvement the school will contact the Education Welfare Officer with Tusla. The school will inform the parents/guardians that it is taking this action.
* Where the school has fears that there is an issue of neglect, the school may contact the Duty Social Worker with Tusla.

**Strategies to commend Positive Behaviour:**

The school gathers information on risk factors such as bullying; absenteeism; truancy and disruptive behavior to inform wellbeing programme planning.

We have many ways of recognising good behaviour, effort and achievement. Consistent positive influences are the key to success in our school.

* A quiet word or gesture to show approval.
* A comment/sticker/smiley/stamp in a pupil's diary or copy book.
* A visit to another member of staff or the principal for commendation.
* A word of praise in front of a group or class.
* A mention to parents, written or verbal communication.
* A system of merit marks or treats – Golden Time, extra time on the pitch, homework pass etc
* Delegating some special responsibility or privilege.
* A tweet mentioning their particular achievement.

**Examples of** **Unacceptable Behaviour:** (This list is not presumed to be exhaustive):

* Class Disruption
* Disobedience
* Failure to engage in lessons as required.
* Homework not done or diary not signed.
* Failure to obey classroom, school or playground rules e.g. running, pushing, throwing objects in school buildings, not lining up when bell rings etc.

**Examples of Serious Misbehaviour:**

* Repeated instances of Misdemeanours(as listed above)
* Insolence
* Disrespect
* Bullying or intimidating others.
* Fighting (even pretend), teasing or name-calling.
* The use of inappropriate or bad language to fellow pupils, teachers or other school employees.
* Theft

**Examples of Gross Misbehaviour:**

* Repeated instances of serious misbehaviour (as listed above)
* Repeated bullying, threatening others or physical violence.
* Continuous class disruption or deliberate wasting of teachers’ and other pupils’ class time.
* Vandalism.
* Leaving school and grounds without permission during the school day.
* Deliberate or Serious behaviour that is deemed to threaten the safety and welfare of others.

**Procedure following breaches of discipline**:

If the unacceptable behaviour is occasional/seldom the following strategies may be applied by the class teacher: (*the Principal will not be involved at this stage but may be made aware of the issue informally)*

(The nature of the behaviour, the age of the child and the circumstances will determine the strategy).

1. Reasoning with the pupil.
2. Reprimand (including advice on how to improve)
3. Extra homework or class work
4. Time-Out at break-time.
5. Child is sent to another classroom for a short period of time.
6. Loss of privileges eg Golden Time, Pitch
7. In each class a record of misdemeanours will be kept by the teacher.
8. Persistent misdemeanours (more than 3) in a short period of time will constitute ***Serious Misbehaviour.***

**For all incidents of Serious Misbehaviour** (as listed on previous page) **the following strategies will apply:**

* Pupil’s name will be written in **‘Class Incident Book’** and an informal note/phone call by the class teacher will be sent to parents/guardians informing them of misbehaviour.
* In the case of **persistent** serious misbehaviour, the parents/guardians concerned will be invited to attend a formal meeting with the Principal and Class Teacher to discuss the child’s behaviour.
* The meeting is logged on Aladdin(Advice and suggestions on how to improve behaviour are again given)
* If misbehaviour continues, the pupil is recorded in the ‘**Office Incident Book’**. Parents/Guardians are informed and invited in by the Principal to discuss persistent misbehaviour and an undertaking must be given that pupil will be on good behaviour.
* If misbehaviour continues it will be regarded as ***Gross Misbehaviour*** leadingto a decision to potentially suspend.

**Suspension and Expulsion:**

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

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 staff member or pupil will be regarded as serious or gross misbehaviour.

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. If the parents do not give an undertaking that the pupil 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 members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. 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, the Board may authorise the Chairperson 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:**

Will only be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

**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.

**Clean slate:**

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. A record is kept on Aladdin of the behaviour and any sanction imposed. However once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

**Children with special educational needs:**

All children are required to comply with the Code of Behaviour. However, in Glenbeg NS we recognise that children with special needs may require assistance in understanding certain rules. Class teachers, SET’s and SNA’s should ensure that rules are communicated in a way that students with special educational needs can understand.

For some students, visual prompts or pictures may be needed. Some students may need opportunities to practise observing the rules, with feedback on their progress. The children in the class or school may be taught strategies to assist a pupil with special needs, 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.

It will be helpful to check for this understanding from time to time, especially where a student with special needs is acting in a way that would usually be seen as being in breach of the rules.

**Bullying:**

The word “bullying” must be used with care and does not properly describe many incidents and interactions that occur in school each day. **Bullying** will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school’s Anti-Bullying Policy.

**Communicating with Parents**

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child’s life (in the past or present), which may affect the child’s behaviour.

The following methods of communication are to be used within the school:

* Informal/formal parent/teacher
* Through children’s homework journal (infants do not have a homework journal, please check bags for notes)
* Letters/notes/emails/texts from school to home and from home to school
* School website/Twitter page
* Phonecalls

**Procedures:**

* The degree of the misdemeanour/misbehaviour will be judged by the teachers and/Principal based on a common sense approach with regard to the gravity and/ frequency of the behaviour.
* A copy of this Code of Behaviour will be emailed to all families and available to read/download on our website glenbegnationalschool.ie
* This Code of Behaviour will be reviewed every 2 years or when the need arises.

**This policy was reviewed by the Board of Management on \_\_\_\_\_\_\_\_\_ 2023.**

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

Chairperson of Board of Management

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

Principal

# **Appendix ASomething that maybe should be in each classroom???**

# **Restorative Practice:**

Restorative Practice in Glenbeg NS provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

# **Restorative Questions to respond to Challenging Behaviour:**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

# **To help those harmed by the actions of others:**

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

**Appendix B**

**General Rules:**

1. School starts at 9.00 a.m. Gates open at 8.45am all children should line-up in the class line. Lateness for school and absences require a note from parents.
2. On wet mornings children go straight to their classroom
3. School ends at 1.40pm for Infant and Senior Infant Classes and at 2.40pm for all other children. It is important that children are collected promptly at these times. Pupils are supervised on exit from school building by the Principal and a member of the ISM.
4. If pupils are collected during school hours they must be signed out by a parent/guardian.
5. Pupils involved in extra-curricular school related activities are expected to behave in accordance with school behaviour policy during these times.
6. Pupils are encouraged to speak politely at all times. Bad language or aggressive tone of voice is not allowed and must never be used.
7. Games which are violent and involve kicking, punching, bullying, spitting, biting, or verbal abuse towards others are strictly forbidden.
8. No child may leave the playground during breaks without permission from the teacher in charge. This also includes the mornings (8.45am – 9.00am).
9. In the interests of safety, children are allocated play areas which vary in wet or fine weather. Children are made aware of their area and must play in these areas at break times.
10. We promote a Healthy School Lunch Policy. . Friday is considered a ‘small’ treat day. Lunch leftovers must be taken home. Glass bottles are not allowed because of the obvious danger they pose.
11. School uniforms must be worn at all times except on P.E. days when the school tracksuit must be worn.
12. All school property and furniture must be treated with respect. Parents will be asked to pay for any wilful damage caused by their children.
13. Smoking/Vaping in the school building and on the school grounds is prohibited by law.
14. Children are not allowed to bring mobile phones, smart watches, ipads, ipods etc. to school.
15. Children may not enter or play on school property at any time outside of school hours.