



## Scoil Aoife Community National School

### **Code of Behaviour**

This policy has been reviewed by the Principal and Teaching staff in consultation with the BOM and communicated to the DDLETB. It has been discussed with the parent body and student council. Parents enrolling their children in Scoil Aoife agree to the expectations, rules and sanctions outlined in the Code of Behaviour.

Good behaviour is based on good relations between parents/guardians, child and school. The school acknowledges that the primary responsibility for the behaviour of pupils rests with parents and guardians, and hopes to establish this standard of behaviour in co-operation with our parents/guardians. Parents can co-operate with the school by encouraging pupils to accept and abide by school rules. Parents are encouraged to visit the school by appointment to discuss incidents of pupils' misbehaviour if requested to do so by a teacher or the principal.

This Code of Behaviour seeks to promote respect among all members of the school community including children, staff and parents/guardians. It is expected that all adults in the school model these respectful behaviours which they wish to see the children displaying.

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 school endeavours to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free, safe environment. The emphasis of the code is the encouragement of positive behaviour and the cultivation of mutual respect.

It is hoped that this code of behaviour will relate strongly to the ethos of the Community National School which is reflected in our 4 cornerstones;

1. Excellence in Education
2. Multidenominational
3. Equality Based
4. Community- Focussed

Scoil Aoife is committed to a spirit of inclusion and equality, where all families and staff are valued and treated with respect.



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### **Guiding Principles**

- Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school will include the use of praise for good behaviour.
- It will entail matching teaching and learning activities to the aptitudes of the pupils, and the use of effective techniques for motivating pupils. Promoting positive behaviour will be implemented in each classroom.
- A safe happy environment where there is order and an effective approach to discipline will be created.
- Building a positive relationship between staff and children.
- Commit to promoting self-regulation among children.
- Promoting SPHE curriculum to strengthen relationships.

### **Aims of the code**

- To allow the school to function in an orderly and harmonious way.
- To create a positive learning environment that encourages all children to reach their full potential.
- To encourage each child to be responsible for their own behaviour.
- To teach and support all children to Listen, Encourage, Accept, Respect, Support, Trust and Negotiate.
- To facilitate the education and development of every child and build self-esteem.
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy
- To aid teachers with effective strategies to promote positive behaviour

### **Expected Behaviour**



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A strong sense of community and cooperation is required if the code is to be implemented in a meaningful way. This means that certain things are expected from each section of the school community. While the school is aware of our children's differences, there are some expectations apply to all children.

### **Expectations of Pupils**

- Each child is expected to behave to the best of their ability and show consideration of others.
- Each child is expected to respect our school, their belongings and the belongings of others.
- Each child is expected to attend school every day and be punctual.
- Each child is expected to do his/her best, both at school and while doing homework assignments.
- Each child is expected to follow the School Rules.

### **Expectation of Parents/Guardians**

- Parents/Guardians are agree and sign up to the school's Code of Behaviour on enrolment.
- Cooperate with the school with regard to the implementation of this policy.
- Communicate with the school about factors likely to affect the behaviour of their children in school.
- To inform the school in writing of any absences and the reason for these absences.
- To ensure their child is in correct uniform every day and suitably attired for weather conditions.
- To ensure their children are on time for school each morning and are collected on time each afternoon.
- To ensure their child completes their homework every night and sign their homework where appropriate
- Model a high standard of behaviour

### **Expectation of staff**

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.

Staff should aim to:

- Create a positive climate with realistic expectations.
- Use appropriate tone of voice.
- Provide a caring and effective learning environment.
- Encourage relationships based on accepting, respecting, encouraging, listening, supporting, trusting and negotiating.



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- Ensure fair treatment for all regardless of age, gender, race, ability, disability, religious beliefs, membership of ethnic communities, civil status of their parents.
- To discourage physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet*'.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

### **Expected Behaviour of pupils in the yard before 9am**

- Pupils to line up at designated place by 9am and wait for their teacher to meet them.
- They will walk in an orderly fashion when led by their teacher.
- Children should line up independently as much as possible

### **Expected Behaviour of pupils in the school environment**

- Children should Listen, Encourage, Accept, Respect, Support, Trust and Negotiate with each other and everyone in the school community.
- Children should observe our three classroom rules. (Walk everywhere, keep your hands and feet to yourself, Listen).
- Verbal, physical abuse, bullying or intimidation is strictly forbidden.
- Pupils must show respect for school property.

### **Expected behaviour of pupils on the corridors**

- Walk everywhere.
- In a line, pupils walk to a chosen spot and wait for the teacher before continuing.
- Whispering allowed but no shouting.
- Pupils will always walk in single file.
- Pupils should keep their hands to themselves.
- Pupils should hold open doors.
- Pupils should stand back for adults.
- Pupils should walk on correct side of the stairs.

### **Expected behaviour in the classroom**

- Courtesy and respect are fundamental.
- Pupils must respect the right of others to learn. Pupils must cooperate with the instructions given by the teacher.



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- Each child is expected to hang up their coat and belongings properly each morning and after yard times.
- Each child should sit properly on their chair.
- Each child is expected to follow class rules
- School bags should be hung up or placed under desks.
- Child should raise their hands before answering a question.
- No toys should be brought into school unless requested by teacher.
- Children should listen carefully and answer in a loud clear voice.
- Children should complete tasks set by teacher to the best of their ability.

### **When teacher leaves the classroom:**

- Children are expected to remain in their seats and adhere to all school rules, under the supervision of SNA or neighbouring teacher.

### **When a visitor is addressing the class:**

- Greet visitor and respond appropriately.
- Continue working while teacher is speaking to visitor.
- Listen attentively if asked.
- Be courteous and don't interrupt.

### **During Lunch or break time:**

#### **INDOOR BREAKS**

- Remain in seats.
- No sharing of lunches.
- Tidy up after eating.
- Ask Duty teacher if wishing to use toilet.

#### **OUTDOOR BREAKS**

- Any behaviour which is deemed unsafe is not permitted. Rough behaviour e.g. fighting, hitting, spitting, pushing, tripping, play fighting is forbidden.
- Pupils may not leave the play area without the expressed permission of the supervising teacher.
- Only school equipment may be used in the yard



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- Pupils freeze when the first whistle goes and walk to their lines when the second whistle is blown.
- No food is allowed to be eaten in the yard unless under the supervision of teacher on duty.
- Pupils must inform the teacher on duty of any incidents which occur during yard time. The teacher on duty is responsible for recording these incidents
- Pupils will wait in line until their class teacher arrives.
- Pupils should stay in their designated areas in the yard.
- Pupils are encouraged to use the toilet before or after yard. If a pupil wishes to use the toilet during yard they must use designated toilets under the supervision of a responsible individual.

In the case of negative behaviour in the yard the following sanctions may be used, depending on the severity and frequency of the behaviour.

- Verbal warning
- Child given “time out” at edge of yard.
- Class teacher informed of behaviour.
- Child sent to Principal’s office for “Red Card”.
- Parents informed.

### **Expected Behaviour in the toilets:**

- One child at a time.
- Pupils are expected to leave toilet in a clean state
- Pupils should flush after use.
- Pupils should wash and dry hands.
- Taps turned off.
- Handtowels put in bin.
- Pupils should not stand on cistern or pipes.

### **School Uniforms:**

- Children should wear correct uniform on designated days.
- Tracksuits should be worn on designated P.E. days.
- Pupils must wear school uniform on school outings unless otherwise specified.
- Letters will be sent to parents when pupils are consistently in breach of uniform rules.
- Should parents wish their daughters to wear hijabs, they should wear a plain royal blue hijab.



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- The uniform for girls is a plain blue pinafore. If a girl wishes to wear trousers she must wear the grey school trousers.

### **Expected behaviour at activities taking place outside of school premises:**

- Children taking part in school related activities outside of school premises such as educational outings and sports events are required to act responsibly, to listen and follow instructions by teachers and supervisors.
- Be courteous to guides, bus drivers and others.
- Remain seated on bus and wear seat belts.
- Do not litter and take all refuse home.
- Always stay with the group.
- Queue in an orderly manner as directed by the teacher
- School rules must be followed at all times.
- Failure to behave in an appropriate manner will result in a pupil being withdrawn from future outings.

### **Effective Classroom Behaviour Management**

- Praise and Rewards
- Focus on efforts rather than accomplishments.
- Pupils should praise and encourage each other.
- Reinforce positive behaviour.
- Rewards should be consistent and fair.
- Ask children to self evaluate
- Good manners should be modelled and praised.



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### **School rules**

1. We keep our hands and feet to ourselves.
2. We walk everywhere.
3. We listen and follow direction.
4. We are responsible for ourselves.

### **SANCTIONS**

Whilst our emphasis is on promoting and rewarding positive behaviour, there are times when misbehaviour cannot be ignored. To help teachers deal with incidents of misbehaviour effectively, the decision has been made to group our bank of sanctions into minor incidents and major incidents. Where there are repeated minor incidents, sanctions for major incidents may be utilised.

#### **Minor incidents**

Examples include the following:

- Shouting
- Disrupting other children
- Failing to follow instructions
- Failing to stay in allocated seat / place
- Continually off task
- Being unkind
- Failing to follow school or class rules
- Disrespecting property
- Disrupting other pupils
- Not respecting personal space
- Consistently not having their homework completed

Minor incidents are dealt with using the following 3 step process, warning, in-class time out and temporary





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removal from classroom.

### STAGE 1: Warning

A warning is issued to the pupil informing them of the consequences of their misbehaviour. If there is no improvement, the teacher can move to stage 2.

### STAGE 2: In-class separation

Pupils asked to sit at the thinking table. They may be given a thinking sheet to work on at the table. Teachers will decide when they can be permitted to return to their place. Before they return to their place teacher asks child to self-evaluate. If there is no improvement teacher can move to stage 3.

### STAGE 3: Temporary removal from class

Pupils are removed from their classroom and sent to their partnered class. Pupils should be given work to complete in that class. The length of the removal should be decided on beforehand.

### **Strategies to deal with misbehaviour:**

Be Consistent

Review class rules regularly

Allow children to calm down before dealing with an incident

Use ABC analysis of child's behaviour

Give a warning

Remain calm

Explain the consequences

Ignore low level attention seeking behaviour

Praise should be specific

Avoid false promises/empty threats

Have a calm space in the room.

### **Major Incidents**

Examples of major incidents include the following;

Hitting

Kicking

Throwing Lunch

Locking themselves in the toilet

Spitting

Swearing



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Biting

Stealing

Damage to school property

Using offensive language

Leaving the classroom, school building or school grounds without permission.

Refusing a member of staff after 3 requests

**PLEASE NOTE: INCIDENTS OF BULLYING, WHILE CLASSED AS MAJOR INCIDENTS, ARE DEALT WITH USING THE PROCEDURES OUTLINED IN THE SCHOOL'S ANTI- BULLYING POLICY.**

Major incidents are dealt with using the following sanctions;

- Loss of rewards
- Note in homework journal
- Phone call to parents
- Meeting arranged with parents
- Removal of trip/outing
- Loss of playtime
- Friday afternoon loss of golden time.
- Suspension
- Expulsion
- Sent to the principal's office

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/or 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.



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Expulsion may 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.

### **Children with additional 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/ resource teacher, 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 psychological assessments will be invaluable.

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.

### **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 from school to home and from home to school
- School notice board
- Newsletters/school web-site/e-mails
- TextaParent service.



## Scoil Aoife Community National School

### **Success Criteria**

The success of the policy will depend on

- Staff commitment to implement the policy in a consistent manner.
- Pupil familiarity with the code.
- Vigilant supervision.
- Parents commitment to supporting the Code of Behaviour

### **Implementation and Review**

**The Board of Management, principal and teaching staff will be responsible for implementing this policy in the school. It will be implemented from November 2019 and will be reviewed annually.**

**This reviewed policy was ratified by the Board in December 2019. A copy is on the staff shared drive and on the school website.**

**Signed;**

**Date;**

**Signed;**

**Date;**