



Scoil Mhuire agus Eoin Code of Behaviour

In the drawing up of this Code of Behaviour views of parents, pupils and staff were taken into account. The process therefore recognised the importance of shared responsibility between home and school in issues of school discipline and was formulated in the spirit of partnership between parents and teachers.

The school acknowledges the right of each member of the school community to enjoy a safe and secure environment. We seek 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. Every effort will be made by all members of staff to adopt a positive approach to encouraging good and appropriate behaviour in the school.

This code offers a framework within which positive techniques of motivation and encouragement are utilised by staff members.

School rules are kept to a minimum and have been devised with regard to the health and safety of the entire school community.

The school's ethos is based on principles of respect for and tolerance of all, where difference is celebrated and human dignity is upheld.

AIMS

- A) To acknowledge the right of each child to an education in a safe environment.
- B) To develop self-discipline and promote life-long values of respect and tolerance for others.
- C) To create a safe, secure and nurturing environment for all, where effective teaching and learning can take place.
- D) To help maintain good order and so aid the smooth running of school business.
- E) That everybody is aware of their rights and responsibilities in maintaining the Code of Behaviour.
- F) To promote good relations and co-operation between all parties i.e. -staff, pupils, parents and management.
- G) To promote positive behaviour.

CLASSROOM DISCIPLINE AND MANAGEMENT

A contract of classroom behaviour will be drawn up at the start of each school year by the class teacher and pupils with due regard for school ethos. Each pupil is expected to abide by this contract.

ACCEPTABLE BEHAVIOUR EXPECTED OF ALL PUPILS

- a) Pupils should show courtesy, consideration, respect and tolerance for all members of the school community. This applies also to visitors to the school. Any behaviour which interferes with the rights of others or endangers others is not acceptable. Bullying in all its forms is considered a serious breach of this code of behaviour (c.f. Anti-Bullying).
- b) Pupils should move around the building in an orderly fashion and walk at all times.
- c) Pupils should play safely in the yard considering the safety of others and their feelings.
- d) Pupils should respect school property and the property of others.
- e) Pupils are expected to carry out teachers' instructions, work to the best of their ability and to complete all homework assignments.
It is expected that children engage with staff in a respectful manner.

STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

We strive to provide opportunities for personal growth and excellence in all spheres of school life. The school places greater emphasis on rewards than sanctions. Good behaviour is encouraged and acknowledged at all times.

Our strategies include:

- * Praise
- * Encouragement
- * Acknowledgement
- * Affirmation
- * Awards and rewards (Merit awards/stickers/prizes/homework passes).

Scoil Mhuire agus Eoin has 3 simple rules for good behaviour.

- Kind Words
- Kind Faces
- Hands and feet to myself.

Graphics of these expected behaviours are displayed in every classroom to help children recognise acceptable behaviour. Staff refer to these rules when misbehaviour occurs. Children come to understand that these rules keep us all safe and happy.

STRATEGIES FOR DEALING WITH MISBEHAVIOUR.

1. Using Principles of Restorative Practice i.e. What happened? Who was affected? What needs to happen next?
2. Recognising that apologies are important and taking time to explain this to the child.
3. Using Behaviour Management charts.
4. Using the child's strengths as opportunities to develop self-esteem
5. Specific teaching of social skills e.g. courtesy and good manners.
6. Specific teaching of conventions of speech e.g. tone, gesture etc.

Collaboration with Parents.

Communication with home by teacher and/or principal is very important. Parents will be consulted at an early stage.

Parents invited to meet teacher and/or Principal. Parents will be offered support and strategies will be suggested. If appropriate a referral will be made to outside agencies in an effort to support the child/family.

If a pupil misbehaves on a continuous basis, or if there is a serious incident of misbehaviour, it may be necessary to send the child home early having communicated with the parent.

Appropriate sanctions may include:

1. Temporary separation from peers within the classroom,
2. Temporary placement in another class group.
(If either separation is ongoing parents will be informed)
3. Loss of privileges e.g. class rewards such as jobs children enjoy doing
(Exclusion from a curricular subject is not a loss of privilege).
4. Child may be excluded from playtime in the yard for 5, 10 or 15 minutes. If this occurs, the Principal/Deputy Principal will be notified.
5. If 1-4 above are not having the desired effect on a child's behaviour, then a referral to Principal/Deputy Principal or Assistant Principal is recommended.
6. A child may be excluded from a class outing /sporting fixture at the discretion of the Principal/Deputy principal.
7. In some cases formal transfer to another class may occur.

Behaviour-Specific Consequences for senior students (4th- 6th classes)

This framework is in place to support senior students in understanding boundaries and consequences when it comes to behaviour.

- Any child who repeatedly comes to school without wearing uniform will miss their playtime on yard.
- Any child who uses offensive language will be brought to the Principal's office where a phone call home will be made.
- Any child who leaves their classroom without permission will be placed in another classroom temporarily. They will return to their own room, only when permission has been granted by their class teacher.
- Any child who refuses to co-operate or who disrespects teachers will have shortened time at an extra-curricular activity they enjoy e.g. sports training, instrumental group etc.
- Any child physically fighting will be sent home, following a phone call to parents.

Persistent Challenging Behaviour

In this case a decision may be taken to shorten the pupil's day at school.

This will be clearly communicated to the Parent/Guardian.

A definite plan to increase the length of the pupil's day will be drawn up and reviewed regularly. This process may involve a number of attempts to increase the time spent in school. The ultimate goal being to restore full hours at school.

The Education Welfare Officer will be informed where the school day is shortened.

Communication with the Parent/Guardian will take place regularly.

The Principal/Deputy Principal will be responsible for communication with the parent.

Where a child's behavior is of serious concern the principal will inform the Board of Management.

Procedures for the Suspension of a pupil are as follows:

- a) Parent is invited to discuss the matter with the class teacher and the Principal. The chairperson of the Board of Management may also attend. The intention of suspension will be referred to during discussion.
- b) If suspension is being invoked, the parent is informed, and then confirmation of the duration of the suspension is provided in writing. (Suspension will be in accordance with the terms of rule 130(5) of the Rules for National Schools).
- c) The maximum period of an initial suspension is three school days.
- d) A special decision of the Board of Management is necessary to authorize a further period of exclusion up to a maximum of ten school days to allow for consultation with the pupils' parents. In exceptional circumstances, the Board of Management may authorize a further period of exclusion in order to enable the matter to be reviewed.
- e) The Education Welfare Officer will be informed of any suspension/exclusion.

Additional Support for Challenging Behaviour.

- NEPS consultation re. Appropriate Behaviour Plans.
- Engagement of Play Therapist
- Using Principles of Nurturing Schools
- Consultation with Marie Delaney (Educational Psychoanalyst).
- Ongoing C.P.D. for teachers in the area of Emotional and Behavioural difficulties.
- Promotion of Well-Being in the school community

Individual Behavioural Plans

Due to complex needs, a small minority of children will not be ready/able to access this code of behaviour. In this situation an individual behavioural plan with specific targets will be drawn up in consultation with Principal/ Deputy Principal or Assistant Principal. This will be reviewed regularly.

This policy was reviewed by Principal and Deputy Principal.

Date – September 2021.

This Policy has been ratified by the Board of Management – September 2021.