

# Code of Behaviour

St.Enda's National School

2020/21

## Introduction

This policy was initially devised by the staff of St. Enda's N.S. in 2001. It has subsequently been amended and reviewed. This policy was reviewed by the principal, teachers, pupils, parents and the BoM in the 2020/21 school year and changes were made.

## Aims of Primary Education

The aims of Primary Education may be stated briefly as follows:

- To enable children to live full lives as children
- To equip them to avail of further education
- To prepare them to live full and useful lives as adults in society

## Vision & Mission Statement for St. Enda's N.S., Lisdoonvarna

St.Enda's N.S. is a Catholic primary school which fosters gospel values and holds our Catholic ethos as a cornerstone of school life.

We at St. Enda's N.S. aim to provide an education of the highest quality in order to enable all individuals to develop to their full potential and to participate fully as citizens in society.

With a view to providing the highest possible teaching standards, we actively promote staff development on an individual & collective basis.

We endeavour to enhance the self esteem of everyone in the school community, offering equal opportunities for all pupils to develop to their full potential in a well ordered and disciplined atmosphere where parental involvement is encouraged and the wider community is served.

As a staff committed to the realisation of these goals, our aim is to create a happy, secure working environment for our pupils, in which there is a sense of good order and a reasonable approach to discipline. This is done by having guidelines to direct behaviour for the good of all. These guidelines constitute the school's **CODE OF BEHAVIOUR**.

## Aims of a Code of Behaviour

- To help create a positive learning environment in which every pupil can benefit from school.
- To help pupils to become more self-disciplined and to encourage good standards of behaviour.
- To help organise a large group so that school can operate smoothly for the benefit of all.
- To care in a practical way for pupils, staff, the school and its environment.

## Promoting a Happy School

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school, involves a whole school approach. The principal and teachers explain the Code of Behaviour on a regular basis, teaching pupils the importance of respect for self and others. We also hold an assembly at the end of every month where positive behaviour is reinforced and pupils are reminded of school rules. This results in sound relationships between teachers and pupils, leading

to effective teaching and learning.

### **Responsibility of Adults**

The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

### **Roles & Responsibilities of Staff**

The Teaching Council have set out a code of professional behaviour and practice for teachers under the following categories - Professional Values and Relationships, Professional Integrity, Professional conduct, Professional Practice, Professional Development and Professional Collegiality and collaboration (Code of Professional Conduct for Teachers, 2012 pgs. 7-9).

### **Roles & Responsibilities of Parents**

Parents are expected to:

- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be courteous towards all pupils and staff
- Make an appointment to meet with a teacher/ the principal through the school office
- Respect school property and encourage their children to do the same
- Label Pupils' belongings
- Supervise their young children on school premises when collecting other pupils or visiting the school
- Refrain from bringing family pets/dogs into the school yard (even if on a lead)
- As the Board of Management are responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another child on the school premises.

### **Content of the Code of Behaviour**

The Code of Behaviour covers the following areas:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment
- Behaviour on school trips/outings
- Attendance at school
- Homework

### **Class Rules**

At the beginning of each academic year, the class teacher will draft a list of class rules with the pupils. These reflect and support the school rules, but are presented in a way that is accessible to the pupils. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour (e.g. 'Walk' as opposed to 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

## **School Rules & Expectations**

### **1: Rules regarding Behaviour in Class**

- Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.
- Pupils are expected to have respect for their teachers and follow instructions given by them.
- Pupils are expected to go to and from their classroom in an orderly manner.
- Running is not allowed at any time in classrooms or along the corridor.
- Pupils are expected to show courtesy and respect towards other pupils.
- Pupils are expected to respect the belongings of others.
- Pupils are expected to keep their place neat and tidy.

### **2: Rules regarding Behaviour in the Playground**

- Pupils are expected to have respect for each other and staff.
- Pupils must obey the supervisor on the yard.
- Pupils are expected to avoid rough play.
- Pupils are expected to obey signals at the end of break.
- Pupils are only permitted to re-enter the school premises during break with the supervisor's permission.
- Pupils are forbidden to climb walls, fences or the benches in the shelter.
- Bad language will not be tolerated in the playground.
- Pupils must remain in their own designated areas.

### **3: Rules regarding Behaviour in the School Environment**

- Pupils are expected to line up when the bell sounds in the morning.
- Pupils are expected to move about the school in an orderly manner.
- Pupils shall not remain on the school premises after school activities are finished.
- Pupils are expected to show respect for school property.
- Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.

### **4: Rules regarding Behaviour on School Tours and Outings**

School tours and outings present particular challenges for the school. As well as the normal standard of behaviour expected from all our pupils, the following should be noted:

- Pupils must wear their uniform on all school tours and outings (unless otherwise instructed).
- Pupils must obey the instructions of teachers, drivers, tour guides, or any other person designated to be in charge of them during the course of the outing.
- Pupils are not permitted to absent themselves from the travelling group, except with the permission of the teacher in charge.

### **5: Rules regarding Attendance at School (c.f Attendance Policy)**

- Pupils are required to be regular in their attendance at school.
- After a pupil has been absent, a note from their parent / guardian must always be brought to the teacher on the pupils return to school. Parents are required to explain absences to the school as the principal is required by law to report such absences to the National Educational Welfare Board.
- Pupils are expected to be on time for school each day and, in the event of a late arrival (after 9.30), bring a note to the teacher.
- Mithing from school is considered a serious offence and is reported to parents / guardians and to the Schools Attendance Officer.
- Pupils are not permitted to leave the school premises for any reason other than

when being collected by parents or guardians. The collecting adult must make note of this in the Sign In/Sign Out folder which is located inside the main entrance.

#### **6: Rules regarding Homework (c.f homework Policy)**

- Homework consolidates work already done in school.
- It is given on a regular basis and pupils are expected to complete it neatly.
- Parents / guardians are requested to ensure that homework, written and oral is completed and to check and sign the journal nightly.
- If for some reason homework cannot be completed then a signed note stating this should be sent to the class teacher.

#### **7. Rules regarding Misc. items**

- Pupils are expected to wear their school uniform.
- Tracksuits and runners are essential for physical education.
- Jewellery other than watches and stud earrings are not allowed in school.
- Toys are not permitted in school (unless otherwise stated by the class teacher).
- Mobile phones are not permitted.
- Make up/lipstick/lip-gloss is not permitted.

#### **8. Rules regarding Covid-19 control measures**

- Pupils are required to comply with all measures in the school Covid-19 response plan
- A pupil who constantly refuses to comply with these measures will be subject to the disciplinary procedures outlined in this policy

#### **Reward Systems**

The staff of St.Enda's National School believe that positive reinforcement of good behaviour leads to better self discipline and we place a greater emphasis on rewards and incentives than on sanctions. Positive strategies for managing behaviour in the classroom, playground and other areas of the school include:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication

The following are examples of reward systems currently in use in the school:

**Junior Classes:** Stickers / Star Charts / Group Awards/ Prize box

**Middle Classes:** Stickers in journals and copies/ Homework off passes/ Behaviour Charts/ Merit Sticks/ Group awards/ Prize box/ Golden Time

**Senior Classes:** Student of the Week / Golden Time/ Prize box/ Stickers in journals

**Resource/Learning Support:** Stamps / art / games.

**Whole School:** Assemblies/ Principal's Prize

#### **School Organisation**

##### **Yard:**

Designated play areas for different groups / yard games provided / play equipment (teachers assign teams if the need arises).

##### **Supervision:**

One teacher is on the yard supervising during break times. Pupils who require

bathroom visits during break must ask for permission, get a toilet pass card and return same to the teacher on returning to yard. Junior Infants to 2<sup>nd</sup> use the bathrooms in the prefab and pupils in 3<sup>rd</sup> to 6<sup>th</sup> class use the bathrooms in the school.

### **Wet Day supervision:**

Pupils remain in their seats – board games, colouring activities provided. As part of a Buddy System, two senior pupils are in each room from Infants to Fourth to help organise games – One teacher walks between the 5 classrooms. If a supervisor is absent then another staff member fills in and the change is noted on the supervision rota in the staff room. This rota is stored with school files at end of each year.

### **Pupils with special needs:**

Children with special needs have SNA supervision on yard (if assigned one by the SENO). The teacher and LS teacher will set specific social skills targets & strategies for these pupils in their IEP

### **Misbehaviours**

Maintaining standards of behaviour will also involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are invoked, pupils should understand that what they have done is unacceptable and it is the misbehaviour that is rejected. The following are **examples** of unacceptable behaviours. **This is not an exhaustive list.**

#### **Minor Misbehaviours:**

- Talking in class
- Running in the class or corridor
- Not completing class or homework
- Calling out in class
- Not taking turns or sharing
- Not remembering manners
- Not listening
- Borrowing items without asking
- Swinging on chairs
- Not wearing school uniform
- Rough play

#### **Serious Misbehaviours:**

- Tripping, knocking or hitting somebody deliberately
- Disrespect for peers or adults
- Bad language
- Consistently repeating minor misdemeanours
- Lying or not being truthful
- Climbing on walls/fences
- Intentionally upsetting others
- Excluding others
- Having a mobile phone at school

#### **Gross Misbehaviours:**

- Stealing
- Damaging school or other's property intentionally
- Bullying
- Physical or verbal abuse towards staff or pupils (threat or actual)
- Leaving school grounds without permission
- Possession or supplying illegal drugs to students in the school
- Sexual assault

## **Sanctions**

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately. **The list is by no means exhaustive. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this.** The particular sanction used will depend on the seriousness of the misbehaviour.

- Reasoning with the pupil (including advice on how to improve)
- Reprimand or Warning regarding behaviour
- Temporary separation from peers, friends or others - within own classroom/yard area to complete task at hand or cool down/moving to another class
- Loss of privileges
- Reflection sheet (2<sup>nd</sup> – 6<sup>th</sup> class) (Appendix 1)
- Teacher communicates with parents / guardians – solutions and strategies outlined
- Teacher informs principal
- Referral to the principal teacher
- Exclusion from some school outings
- Temporary suspension
- Expulsion

Teachers shall keep a written record of all instances of misbehaviours as well as a record of improvements in the behaviour of disruptive pupils. Communication with parents / guardians through letters, phone calls or meetings will occur where necessary so that parents / guardians are involved at an early stage rather than as a last resort.

## **Procedures for dealing with breaches of discipline**

- When a teacher meets parents it may be necessary to have another staff member present.
- Communication with parents/guardians will be verbal or by letter, depending on circumstances. The parents/guardians concerned will be invited to come to the school to discuss their child's case.
- If the behaviour does not improve to the satisfaction of the teaching staff, despite repeated interventions, the situation will move to the next level where parents will be invited to meet with the chairperson of the Board of Management and the principal. Parents may be advised at this stage of a possible suspension pending a decision of the Board of Management. All efforts will be made by school authorities to resolve the difficulties at this stage.
- If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National School and the National Education Welfare officer will be informed.

### **Procedures in respect of Suspension. (as per pages 70- 78 of the NEWB Guidelines)**

While the BoM has the authority to suspend, they have delegated this authority to the Principal together with either the chairperson of the BOM or the Deputy Principal for periods of up to three days. The following procedures will apply:

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.

### **If suspension is still decided upon**

- Principal notifies parent in writing of the decision to suspend.
- The letter should confirm:
- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
- The provision for appeal to the Board of management or secretary general of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days). Where the cumulative total of days reached 6, the NEWB will be notified.

### **Records and reports.**

Formal written records will be kept of:

- The investigation (including notes of all interviews held)
- The decision-making process.
- The decision and rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

### **Expulsion( As per page 82 of the NEWB Guidelines)**

#### **Procedures in respect of Expulsion.**

- A detailed investigation carried out under the direction of the principal.
- Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students the opportunity to respond before a decision is made.
- A recommendation to the BOM by the principal( see page 84 NEWB guidelines)
- Consideration by the BOM of the principal's recommendations and the holding of a hearing (see page 84 NEWB Guidelines).
- BOM deliberations and actions following the hearing (page 85 NEWB Guidelines).
- If BOM is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB should be notified using a **Notice of Intention to Expel form** which is available on [www.schoolreturn.ie](http://www.schoolreturn.ie) or from their helpline (1890 36 3666). This form should be completed and sent to **School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.**
- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

**Appeals.**

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science ( Education Act 1998 section 29)

**The following policies should be read in conjunction with this policy:**

- Parental Complaints Procedure
- Anti-Bullying Policy
- Child Protection Policy
- Homework
- Attendance
- Health and Safety

**Review:**

This policy will be reviewed as the need arises.

**Ratification**

This policy was adopted by the Board of Management on \_\_\_\_\_

Signed: \_\_\_\_\_  
Chairperson of Board of Management

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

**Reflection Sheet**

Your child has been asked to reflect on their behaviour at

school today. Please discuss your child's reflection with them and return the completed sheet to the class teacher.

**Pupils Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**What happened:**

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**How I am going to improve:**

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*Signature of Pupil:* \_\_\_\_\_

*Signature of Parent(s):* \_\_\_\_\_

