

# Broadford & Kilbane N.S.

## Code of Behaviour

Broadford & Kilbane N.S. has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment. This policy was developed with reference to 'Developing a Code of Behaviour - Guidelines for Schools' provided by the National Welfare Board in 2008. This policy was formulated from a consultative process between staff, parents and the Board of Management

### **Aims of the Code**

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- 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

### **The elements of a whole school approach to behaviour include;**

- An ethos policies and practices that are in harmony with the code
- A teamwork approach to behaviour
- A whole school approach to behaviour to curriculum and classroom management
- A process for planning and reviewing the code of behaviour policy

### **Responsibility of Adults**

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.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- To discourage physical aggression.

The school staff motivate positive behaviour through explaining school rules and appropriate behaviour to children and also through mutually respectful relationships balance warmth empathy objectivity professional detachment and consistency

### **Parents**

Parents play an important role in supporting the implementation of a code of behaviour

### **School Rules**

- Respect for self and others
- Respect for other's property
- Respect other students and their learning
- Kindness and willingness to help others
- Follow instructions from staff immediately
- Walk quietly in the school building
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom
- Do your best in class

- Take responsibility for your own work
- Behave themselves while on the schoolyard during breaks
- Pupils are expected to behave during school outings and activities

These can be summed up as 6 main rules;

- Respect/ Be kind to others
- Always do your best
- Be tidy
- Be Safe
- Walk in the Corridors
- Listen

### **Class Rules**

In Broadford & Kilbane N.S. At the beginning of each academic year, each class teacher will discuss a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. 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' and 'Don't run'). The Principal will remind pupils in each class of the rules on a regular basis. Parents are reminded of the rules through regular communication ie newsletters, furbishment of various policies, etc. 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. As well as our classroom rules pupils are encouraged to follow the code of behaviour at break times both inside the school and outside in the yard and also while away on school outings and activities where they are directed to follow the instructions of the supervising teachers.

### **Incentives**

Part of the vision of Broadford & Kilbane 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 put in place by individual teachers at their discretion but it is encouraged that such reward systems reward effort as much as achievement. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. 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 following are some samples of how good/ improved behaviour might be acknowledged;

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A word of praise in front of a group or class

- A system of merit marks or stickers/ green cards depending on teacher
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication.

### **Unacceptable Behaviour**

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. This would include being talkative or disruptive in class occasionally engaging in rough play in the school yard and not completing work in class or being untidy. In cases of repeated misbehaviour of a minor nature serious misbehaviour or single instances of gross misbehaviour, there is a staged approach parents will be involved at an early stage. Minor misbehaviour is reported by the class teacher to parents through the homework journal. If such misbehaviour is repeated the class teacher may meet with the parents or guardians to discuss the situation.

Examples of serious misbehaviour:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft
- Inappropriate behaviour towards another pupil, i.e. behaviour that makes another pupil feel unsafe, uncomfortable or compromises their dignity in any way.

Examples of gross misbehaviour:

- Assault on a teacher or pupil
- Serious theft
- Serious damage to property

### **Sanctions**

The use of sanctions or consequences 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
- Group punishment should be avoided as it breeds resentment
- 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. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross

misbehaviour. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this;

1. Reasoning with pupil. Verbal reprimand including advice on how to improve
2. Temporary separation from peers within class and/or temporary removal to another class
3. Prescribing extra work/ writing out the story of what happened
4. Loss of privileges
5. Detention during break
6. Communication with parents
7. Referral to Principal
8. Principal communicating with parents.
9. Exclusion from school outings/tours and/or activities e.g. hurling training, sports day, quiz or any other extra curricular activity.
10. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

However sanctions should relate as closely as possible to the behaviour. Therefore a child, who does not do his work in class or has not completed his homework, may be detained at break time to finish the work.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health & safety.

### **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. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

Under developing a code of behaviour guidelines for schools 2008, 'Suspension' is defined as requiring the student to absent himself/herself from the school for a specified limited period of school days. An immediate suspension may occur where the continued presence of a student in school would represent a serious threat to the safety of pupils and staff.

Automatic suspension would occur for gross misbehaviour or repeated instances of serious misbehaviour. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher 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 to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that pupils will

behave in an acceptable manner in the future or in cases where such an undertaking has been given before without effect, 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.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Such cases would include violence towards another pupil or a member of staff supplying illicit materials i.e., drugs or sexual assault. The authority to expel rests with the board of management. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education 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.

### **Children with Special 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 the ASD unit in consultation with parents and the class teacher. The school will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times and in cases where pupils have difficulty understanding rules or consequences, teacher discretion will be used when applying sanctions. Professional advice from psychological assessments will be invaluable.

The school also recognizes that some children suffer from behavioral problems. While every support will be offered to these children to overcome their difficulty, in cases where cognitive development is not an issue, pupils will be expected to comply with the Code of Behaviour in the same way as everyone else.

### **Methods of Communicating with Parents in relation to Absences**

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 should be 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 are to be used at all levels within the school:

- Informal parent/teacher meetings and Formal parent/teacher meetings
- Through children's homework journal (infants do not have a homework journal-check bags)
- Letters/notes from school to home and from home to school
- School notice board
- Newsletter each month
- Text a parent

### **Ratification and communication**

This school plan was reviewed in 2015.

This school plan is due to be reviewed and updated by the principal and staff and approved by the Board of Management of Broadford & Kilbane National School in the 2017-18 school year.

Chairperson of the Board of Management: \_\_\_\_\_ Date: \_\_\_\_\_

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