

Code of Behaviour

Introductory Statement

This policy was developed by the whole school staff to review our current practice within the framework of the *National Education Welfare Board* and the *Education Welfare Act 2000*.

Rationale

Cabra Central School decided to review its code of behaviour because

- It is a priority area identified by the Patron, the Board of Management and the staff.
- The existing policy is due for review and amendment.
- It is a requirement under DES Circular 20/90 on school discipline.

Aims

The aims of the Code of Behaviour are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the efficient and safe operation of the school so that there exists an effective and stimulating learning environment.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance 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.

Guidelines

We recognise the importance of a strong sense of community and the existence of a high level of co-operation among teachers, ancillary staff, parents, the Board of Management and the Parents' Association.

We recognise the variety of differences that exists between children and the need to accommodate these differences.

General Guidelines for Positive Behaviour

School rules are kept to a minimum and have been devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that the rules and regulations are clearly stated and enforced consistently and wisely.

Each child is expected to

- Show respect for teachers, ancillary staff, parents, fellow pupils and other adults at all times.
- Show respect for school property and the property of others.
- Attend school on a regular basis and be punctual.
- Do his/her best both in school and for homework.
- Respond promptly to all requests
- Have all books and required materials and to be in the right place at the right time.
- Have a high standard of personal hygiene and neatness, and to be suitably attired for school.
- 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 school and class rules.

The following procedures will be adhered to in order to promote a safe and positive atmosphere in relation to pupil learning, behaviour and achievement.

- No child shall leave the school grounds without the express permission of the teacher, or leave the school before the authorised time without permission.
- Children are encouraged to use dustbins and to keep the school and grounds tidy at all times.
- Children are discouraged from bringing into school toys and other personal items from home.

The following are prohibited to pupils on the school premises

- Eating during class time
- Dangerous articles. For example; knives, aerosols, glass bottles, sharp objects, matches, lighters etc.
- Chewing gum
- Tippex and other correction pens
- Interfering or damaging school property ie. Writing on tables, walls etc.

- Mobile phones, i-pods, computer games and other valuable items.

If, for any reason a mobile phone is brought to school, it must be surrendered to the class teacher during school hours. Phones discovered on the school premises will be confiscated and returned at the end of the school term. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

Appropriate playground behaviour is explained to the children on an on-going basis and it is expected that each child will adhere to these rules for their own safety and the safety of others.

- In the interest of safety children are not to climb on school walls or trees, or engage in dangerous behaviour e.g. lifting or carrying one another/ wheelbarrow races, unsupervised gymnastics, jumping down the steps.
- Children are only allowed to play in the designated play areas.

Inappropriate behaviour in school will include the following:

In Class

- Disrespecting, Defying or Ignoring the Teacher.
- Talking
- Disrupting
- Speaking out of turn
- Cheeky behaviour
- Distracting others
- Untidy work
- Damaging tables and chairs
- Running
- Swinging on chairs

In the Playground

- Fighting
- Kicking
- Using foul language
- Name calling
- Spitting
- Littering
- Running on the grass (Inappropriate due to poor soil conditions)

- Leaving the school grounds without permission
- Pupils should walk to the gates at going home time and when going on school outings.

Serious Misbehaviour

- Bullying
- Stealing
- Aggressive, threatening or violent behaviour towards a teacher, ancillary staff or pupil.
- Leaving the school grounds without permission.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

Strategies/Incentives for promoting good behaviour

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.

Discouraging Misbehaviour

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

The following strategies will be used to show disapproval of unacceptable behaviour.

In Class

- A look/ gesture from teacher to redirect the unacceptable behaviour.
- Reasoning with pupil.
- Verbal reprimand or 'warning' including advice on how to improve.
- If the unacceptable behaviour persists the pupil receives 5 minutes "Time Out" at lunch time. Pupil sits outside the staffroom and is supervised by the staff. Time out is logged on the time out sheet. Three consecutive incidents of time out within the school year will result in the prescription of extra work such as lines to be signed by a parent and returned.
- Temporary separation from peers within the class or temporary removal to another class.
- Communication with parents.
- Referral to Principal.

- 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)

In the Playground

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Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety. However, pupils who misbehave frequently may not be allowed to participate in school outings.

Communication with parents

Although incidents of misbehaviour are recorded in the log, which is retained in the staff room, the emphasis is on encouraging children to behave well and praise is given for commendable behaviour. Parents will be informed at an early stage if problems occur and not simply at the point where a crisis has arisen. At times, it has been suggested by some parents, that the matters to which their attention is being drawn are of a trivial nature, and that there was no necessity to have informed them that their children were misbehaving. The response to this is that, while the misbehaviour may appear to be of a trivial nature, it is the cumulative effect of such breaches of the rules which is important and not the offence itself, as it undermines the discipline aimed for within the school. Communication with parents will be verbal or by letter depending on the circumstances. The parents involved will be asked to come to the school to discuss their child's case. For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered.

Suspension and Expulsion

Please see attached information regarding suspension and expulsion.

Recording

A log book is retained in the office, in a locked filing cabinet. All teachers record incidents of serious misbehaviour in this log. A record is also kept of minor playground misdemeanours.

Bullying

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation, malicious gossiping and cyber related bullying. Bullying will not be tolerated and parents will be expected to co-operate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

Success Criteria

The success of this policy will be determined by observation of improved behaviour within the classroom and the school playground. If positive feedback is received from teachers, parents and pupils, the policy will also be deemed to be achieving its goals.

Before/After School

Parents are reminded that children who are on the school premises prior to official assembly time 9.00am or after the official closing time of 2.40p.m are not the responsibility of any member of staff. Pupils are expected to behave in accordance with this school behavior policy at all times within the school boundaries.

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.

Teachers' Responsibilities

Support and implement the school's code of behaviour.

- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

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.
- Bring correct materials/books to school.
- Follow school and class rules.
- To behave in an appropriate manner which reflects favourably on the school at all times.

Parents/Guardians' Responsibilities

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend 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
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Communicating the Code of Behaviour

In accordance with Section 23(4) of the Education Welfare Act 2000, a copy of the code of behaviour is provided to parents before registration of their child as a student of the school. Parents are asked to confirm in writing that the code is acceptable to

them and that they will make all reasonable efforts to ensure compliance with the code by their child. Following a review of this policy parents will be again asked to confirm their acceptance in writing.

Teaching the Code of Behaviour and building student competence

Opportunities for teaching the skills involved in reaching the standards of behaviour expected in the school include

- Referring to the code in class and in assembly on a regular basis.
- Applying the values outlined in the code at all times.
- Clarifying the pupils' understanding of expected behaviour.
- Discussing appropriate and inappropriate behaviours with the pupils.
- Learning and teaching the rules.
- Using the SPHE programme for teaching skills for responsible behaviour.

Timetable for Review

This policy will be reviewed every 3 years unless otherwise required

Ratified by Board of Management on 16th April 2013

Updated and reviewed on 11th November 2015

Updated and reviewed on 2nd May 2019

Updated and reviewed on 25th November 2019

Signed _____ Chairperson B.O.M.

Signed _____
Chairperson, Board of Management

