



Scoil Náisiúnta Áth an Chóiste

Code Of Behaviour
Anti-Bullying Policy

| | |
|---|-----------|
| Introduction | 1 |
| Rationale | 1 |
| Aims/Principles | 2 |
| School Rules | 3 |
| Whole School Approach to Promote Positive Behaviour | 4 |
| Unacceptable Behaviour | 7 |
| Sanctions | 7 |
| Children with SEN | 9 |
| Appendix 1: Parents' Acceptance of Code of Behaviour | 11 |

Introduction

The Code of Behaviour was originally formulated in 2000 by the staff of the school in consultation with the Board of Management and Parents. It was reviewed periodically since then.

Rationale

The code of behaviour was reviewed in the school year 2021-2022 in order to ensure an orderly climate for learning in the school is created and maintained. The school also complies with requirements of the Education Welfare Act, 2000. The school has a central role in the child's social and moral development. Children bring to school a wide variety of behaviour. As a school community 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. 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 disruption free environment.

Relationship to characteristic spirit of the school

In Coachford NS we aim to nurture each child to develop his/her potential in a caring environment where the talents of each child are valued. We aim to achieve this by maintaining a high level of respect and co-operation between staff, parents and pupils.

Aims:

The school hopes to achieve the following aims by implementing the code of behaviour

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

Principles

The school recognises the variety of differences that exist between children and the need to tolerate these differences.

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.

Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner.

School Rules

Our school rules have been designed to reflect the Christian values of respect for self and others, kindness and helpfulness to others, courtesy, good manners, fairness and forgiveness

Our general rules are:

- I will respect myself and others.
- I will participate fully in class so that my teacher can teach and my fellow pupils and I can learn.
- I will take responsibility for my own behaviour.
- I will make good choices

Myself I will:

- Be on time for school and leave promptly when school finishes.
- Be careful coming to and going home from school.
- Listen carefully and work hard in school and do my best to complete my homework.
- Walk in orderly manner around the school and when in my line
- Be truthful and honest at all times.
- Wear the full school uniform/ tracksuit as appropriate.
- Name all my belongings.
- Look after my personal hygiene.
- Bring a healthy lunch to school.
- Remain seated at all times in class and while eating lunch.
- Be responsible for my own behaviour.

Others I will:

- Be polite and respectful towards all pupils, staff and visitors.
- Show respect and sportsmanship to my team mates and opponents in all games.
- Follow the playground rules and playground code.
- Not bully others or will tell when others bully me or I see bullying happening
- Behave well in class so that my teacher can teach and my fellow pupils can learn
- Treat the property of others with respect.

Myself and the Wider World I will:

- Show reverence and respect at prayer time and when visiting the church.
- Treat the school building, furniture, equipment and books with respect.
- Treat the property of others with respect.
- Put litter in the nearest bin
- Represent my school in a positive manner on all school outings

Whole School Approach to Promote Positive Behaviour

In Coachford NS we aim to incorporate the following elements to our whole school approach to behaviour

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy.

Staff

The teachers and other staff members can play important roles in the work in the review and updating of the code. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well and their knowledge of the school and of the school community.

Staff as a team confirm that all school policies and practices support the objectives of the code of behaviour. New staff are presented with a staff induction pack which contains the Code of Behaviour.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Board of Management

The Board ensures that all members of the school community have the opportunity to be involved in work on the Code of Behaviour. The Board of management also supports the staff by ensuring they have access to opportunities for staff development in the area of behaviour management. In this policy the procedures that are in place for dealing with serious breaches of behaviour are outlined.

Parents

Co-operation between staff and parents is encouraged with regard to the implementation of this policy. Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour by

- Ensuring their children attend school regularly and punctually
- Encouraging their children to do their best and to take responsibility for their work
- Being aware of and cooperating with the school's rules and system of rewards and sanctions
- Attending meetings at the school if requested
- Helping their children with homework and ensuring that it is completed
- Ensuring their children have the necessary books and materials for school.

Pupils

Pupils are involved in the implementation of the code of behaviour by

- Drafting rules for the classroom
- Taking part in assemblies
- Buddy systems

Strategies to promote positive behaviour

Praise may be given by a variety of means e.g.:

- 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.
- Delegating some special responsibility or privileges.
- A mention to parent, written or verbal communication.

Classroom

Positive strategies which are used to effectively manage behaviour in the classroom

- Rules in each class are consistent with the ethos as expressed in the code of behaviour
- Pupil input in devising the class rules

- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
- Behaviour support plan
- Timetabling.

Playground

Our rules for happy playtimes are

SAFETY KINDNESS RESPECT

- **We play together and look after each other.**
- **We let other children get on with their own games.**
- **We take turns, are gentle, don't hurt anybody or fight.**
- **We stay in our own area.**
- **When the bell rings we walk quietly to our line and stand still.**
- **We are honest, and tell the truth.**
- **We walk away and tell the teacher if another child hurts or upsets us.**
- **We always ask for permission to leave the yard.**

Strategies to manage behaviour in the playground include

- Teacher on general yard duty
- SNAs on specific areas of the yard (Infant area/between yards in
- Children are visible at all times
- Children organised into different play areas
- Provision of equipment for play on different areas
- Teachers bring and collect children from playground
- Lining up in playground
- Behaviour support plan
- Steps to dealing with misbehaviour: 2 reminders, stand out, teacher on yard duty to report to class teacher

Rewards

Good behaviour is publicly recognised and acknowledged in our school. Pupil achievement is acknowledged. Individual class teachers also acknowledge good classroom behaviour with class based reward systems.

Unacceptable behaviour: **Minor/Serious/Gross Misdemeanours**

Three levels of misbehaviour are recognised: *Minor, Serious and Gross*. The degree of misdemeanours i.e. *minor, serious or gross* will be judged by the teachers and Deputy Principal/Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single incidences of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

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
- Group punishment should be avoided
- It should be behaviour rather than the person that is the focus

Examples of steps to be taken when dealing with minor misdemeanours

- Verbal reprimand
- Reasoning with pupils.
- Advice on how to improve.

Sanctions for Minor Misdemeanours

- Prescribing extra work.
- Staying in at breaktime
- Temporary separation from peers
- Loss of privileges

Sanction for regular occurrence of Minor Misdemeanour

- Complete Thinking Time Sheet
- 5 Thinking Time Sheets: Sent home for parents to sign
- Class teacher contacts parents

Examples of serious misdemeanours:

- Constantly disruptive in class
- Telling lies
- Stealing
- Damaging other pupil's school property.
- Bullying
- Using unacceptable language
- Bringing weapons to school.
- Deliberately injuring a fellow pupil
- Fighting
- Spitting.

Examples of steps to be taken when dealing with serious misdemeanours:

- 1 Send to Deputy Principal/Principal
- 2 Class teacher contacts parents
If required
- 3 Principal/Class Teacher meets parent
- 4 Chairperson of Board of Management informed and parents requested to meet with Chairperson and Principal.

Sanctions for serious misdemeanours

Detention during lunch time with principal/deputy (3rd to 6th: 20 minutes
Juniors-Second 10 minutes)

Write a letter/drawing to apologise and to explain how s/he could improve

Examples of Gross Misdemeanours:

- Leaving school premises during school day without appropriate permission.
- Setting fire to school property
- Deliberately leaving taps/fire extinguisher turned on
- Violent behaviour towards a teacher/staff/ pupil

Examples of steps to be taken when dealing with gross misdemeanours

- 1 Principal/Class Teacher meets parents
- 2 Chairperson of Board of Management informed and parents requested to meet with Chairperson and Principal.

Suspension/Expulsion

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to school to discuss their child's case.

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 the 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. Suspensions are 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 other pupils, the Board authorises the Principal to sanction immediate suspension for a period not exceeding three school days, pending a discussion of the matter with parents. 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 local Welfare Education Officer in accordance with Section 24 of the education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parents may apply to have the pupil reinstated to the school. The parent 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 pupils reinstatement will not constitute a risk to the pupils own safety or that of 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 SEN (Social/Emotional/Behavioural)

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, special education teacher and/or the principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times.

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.

Methods of 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 at school.

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 a child's behaviour.

The following methods are used within the school.

- Informal/Formal parent/teacher meetings
- Communication in child's homework journal
- Use of Aladdin for Home/School Communication

Appendix 1: PARENTS ACCEPTANCE OF CODE OF DISCIPLINE

To: BOARD OF MANAGEMENT, COACHFORD NATIONAL SCHOOL

**I have read the Code of Discipline and I undertake that my child
(ren) will abide by it.**

Signature of Parent/Guardian

DATE: _____