

Scoil Eoin Code of Behaviour

Introduction

The **Code of Behaviour** for the school community of Scoil Eoin, has been developed through consultation with staff, pupils and parent representatives following the NEWB guidelines for developing a Code of Behaviour in schools in order to ensure security, safety and respect across the entire school for both pupils and adults alike.

Mission Statement

The aim of the Scoil Eoin **Code of Behaviour** is to create a caring, loving and respectful environment towards all in our school community consistent with the Christian values of a Catholic school.

We aim to have clear, visible guidelines for positive behaviour and to clearly outline the consequences for attitudes and behaviour which does not meet the high expectations that we have set for our pupils.

We strive for consistent use of our **Code of Behaviour** so that children may gain best benefit from educational time and learn the life skills of self-discipline and accountability with the support of home and school all working together.

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1. Guidelines for behaviour in Scoil Eoin

The standard of behaviour expected in Scoil Eoin from all pupils, is as follows:

- Kind hands, kind feet and kind words.
- Treat others as you would like to be treated.
- Each pupil is expected to show full respect for themselves and everyone else in the school community.
- We believe that respect in our school is defined by the following examples: good manners and courtesy; listening; taking turns; politeness; showing respect for difference; appropriate language at all times; appropriate body language, tone of voice, posture, facial expression; use of proper/given names; speaking to others as we would like to be spoken to.

2. Our whole school approach to promoting positive behaviour

Our Code of Behaviour underpins the positive and caring ethos of our school. In our school we treat all children and adults with respect and dignity. We have a strong sense of community and co-operation among staff, pupils, parents, and the whole school community. Central to the code is good communication between school and home through which we work together to build and support a school environment in which everyone can feel safe, secure, happy and respected, and in which effective teaching and learning can take place.

Our whole school approach to managing behaviour is built on a positive approach. We have strategies and reward systems for promoting and acknowledging good behaviour in seeking to develop the self-confidence, self-esteem, and self-discipline of all our pupils and adults in the whole school community through the nurturing of relationships.

Our Code of Behaviour addresses the reality that misbehaviours can occur in any environment where people interact. We set out strategies for dealing with such misbehaviours and the consequent repairing of relationships when disagreements and differences occur.

3. Positive strategies for encouraging good behaviour

- Praise and encouragement
- Catch them being good –affirmation of good work and behaviour.
- Class reward systems
- Engagement of Student Council in promoting the school values
- School Assemblies: Rewards and certificates for good modelling of the qualities and behaviours set out in our school rules.
- Homework passes
- Homework free day on the last Wednesday of each month for those who have observed all the school rules during that month.
- Golden time/Token rewards/extra activity time
- Extra responsibility
- ‘Good news’ phone call/note/letter/postcard home

- Rewards for good attendance and punctuality
- Whole school rewards for good behaviour on the yard

4. School Rules

Pupils are expected to:

- Behave well in class, school grounds and at out-of-school activities.
- Be on time for school in the class line at 8.50a.m.
- Remain in the school between 8.50a.m.- 2.30p.m. unless collected by parent/guardian.
- Remain in the designated areas in the yard.
- Enter the building by the main door of the school **only**.
- Enter the school grounds by the pedestrian gate **only**.
- Walk when moving around the school.
- Present to school with their homework completed.
- Show respectful behaviour and language to all members of the school community.
- Work to the best of their ability.
- Wear the full school uniform each day.
- Refrain from wearing jewellery (except small stud earrings), false nails, coloured hair, hair accessories or make-up).

5. Categories of behaviours, samples of behaviours, consequences and strategies for dealing with different Levels of misbehaviour

(Appendix 1 Each pupil is required to sign a 'Contract of Behaviour' at the beginning of each school year)

Minor Misbehaviours (Yellow)

Examples	Consequences
<ul style="list-style-type: none"> • Interrupting class work • Running in school building • Misbehaving in line • Not wearing the correct uniform • Being discourteous or unmannerly • Inappropriate use of language/use of unkind words • Swinging on chair, out of seat • Intentionally distracting others 	<ul style="list-style-type: none"> • Non verbal warning/show yellow card • Verbal warning/reprimand/reasoning with the pupil • Lose a privilege / reward • Teacher record behaviour and sanction if appropriate • Time out in class with work • Class teacher will communicate with parents

Serious Misbehaviours (Red)

Examples	Consequences
<ul style="list-style-type: none"> ● Persistent repetition of any of above ● Lack of respect for property ● Answering back, shouting out of turn, tantrums ● Slagging/teasing others, intimidation, mimicking ● Excluding others ● Telling lies ● Refusing to carry out a specific instruction given by a member of staff ● Refusing to do assigned school work ● Mess fighting 	<ul style="list-style-type: none"> ● Verbal warning/reprimand/reasoning with the pupil ● Teacher record behaviour and sanction ● Separation in class or out of class with work ● Lose privilege/reward ● Class Teacher will communicate with parents ● Red card in journal with requirement for parent's signature and presentation to the principal's office

Gross Misbehaviours

Examples	Consequences
<ul style="list-style-type: none"> ● Persistent repetition of any of above ● Deliberate damage to property ● Bullying ● Aggressive threat/use of abusive language or actions towards any member of the school community ● Biting, kicking or other violent behaviour ● Deliberate persistent misbehaviour ● Racial abuse/discrimination ● Leaving the premises without permission ● Intentional spitting, coughing, sneezing at anyone. 	<ul style="list-style-type: none"> ● Communication with principal, deputy principal or member of management team for example by text, phone call, send an adult or child) informing of breach of discipline ● Child is removed from the classroom if possible or evacuation of class may need to take place ● Deliberate spitting, sneezing or coughing will necessitate instant removal from space occupied by others and further disciplinary action will be considered/taken ● Parent/guardian is informed of the breach of discipline ● Principal/Deputy Principal and Class Teacher will meet with parent to discuss & agree on a contract of behaviour. <i>(see Contract of Behaviour in Appendix)</i>

	<ul style="list-style-type: none"> • The child will be required to give a verbal undertaking that s/he will behave in accordance with the school rules and sign a behavioural contract • The child may need to be immediately removed from the school by parents where behaviour is significantly impacting on their learning / the learning of others and a danger to self and others. • Suspension
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6. Suspension / Expulsion

Suspension

The decision to suspend a pupil requires serious grounds such as:

- Deliberate spitting, coughing or sneezing at any person.
- The pupil has engaged in repeated instances of gross misbehaviour and there has been no improvement.
- The pupil's behaviour has had a serious detrimental effect on the education of other pupils.
- The pupil's continued presence in the school at this time constitutes a threat to safety of themselves and or other pupils and staff.
- The pupil is responsible for serious damage to property

In certain circumstances the Principal with the approval of the chairperson of the BOM may suspend a pupil for 5 school days suspension in accordance with Section 23 of the Education Welfare Act 2000

The Principal will inform the parents of the decision.

- A written letter will be provided to the parents.
- At the end of the period of suspension the parents must accompany the student to the office to give a firm and binding commitment that there will be a marked improvement in the behaviour of the student. A contract will be discussed and signed by the pupil witnessed by parent/guardian before re-admission. (**Appendix 2** Return from Suspension contract)
- If there is no improvement in the student's behaviour further action may be taken. This may include expulsion under the provisions of the Education Act 1998.

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

Expulsion

This procedure may be considered in an extreme case in accordance with Section 23 of The Education Welfare Act 2000.

Grounds for Expulsion

Behaviour is a persistent cause of significant disruption to the pupil's learning and the learning of others or to the teaching process

Continued presence of pupil constitutes a real and significant threat to safety of others.

Pupil responsible for serious damage to property.

Automatic Expulsion

BOM may sanction automatic expulsion for certain prescribed behaviours:

- Possession or supply of illegal substances in the school
- Serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault to another pupil or member of staff.
- Deliberate sneezing or coughing at anyone

Expulsion procedures

- Detailed investigation by school principal
- Recommendation by principal to the BOM
- BOM considers Principal's recommendation and holds hearing
- BOM decision, is expulsion appropriate? If BOM recommends expulsion the BOM will propose a date which will allow a 20 day cooling off period.
- Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal.
- Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998.
- Education Welfare Officer arranges consultations
- Confirmation of decision to expel

7. Misbehaviour in the Yard

- All pupils on yard must follow the yard rules (**Appendix 3**) for Yard Rules and consequences.
- Whilst still out on the yard the pupil may be asked to go to the time out area for a time out/walk with the teacher.
- When incidents of **minor misbehaviour** (*yellow*) occur, the teacher on duty will fill in his/her incident notebook and report it to the class teacher. He/she will also record it on the 'Minor Incident/Accident log sheet' (**Appendix 4**) on the shared folder so a whole class/school record can be kept.
- When incidents of **serious** (*red*) or **gross misbehaviour** occur, the teacher on duty will fill in his/her incident notebook and report to the class teacher. He/she will also record it on the Serious/Gross Incident/Accident form (**Appendix 5**) on the shared folder so a whole class/school record can be kept.
- Pupils involved in a serious or gross incident/accident may be asked to complete a 'Pupil Record Page'. (**Appendix 6**)
- Note the time out area in the yard will be used for yard incidences of misbehaviour only.

8. Wet Day Arrangements at break time

- The arrangements for wet days are that all pupils stay in their seats in their classrooms and have suitable activities to do.
- The teachers on duty walk from class to class whilst supervising, ensuring all children are safe and seated.
- The teacher on duty will use appropriate sanctions for misbehaviour by a pupil.
- Use of scissors, rulers, compasses, etc is not allowed during wet breaks.

9. Playground Yard Procedures

- The arrangements for supervision in the playground are noted on the staff noticeboard and a hard copy is maintained by the teacher who co-ordinates the yard duty roster.
- A teacher and SNAs are on duty during all breaks in the yard.
- When a teacher swaps duty it must be immediately noted on the staff noticeboard.
- At the end of each yard-time the bell rings, pupils freeze on hearing this bell. Pupils then walk to their line on the first whistle.
- Only the teacher on duty may give permission for a child to leave the yard.
- Children who require First Aid will be brought to the designated First Aid room by an SNA where an SNA will look after them. **(This practice will be suspended while COVID remains a health threat. All First Aid will be dealt with by the teacher/SNA on duty at the time.)**
- Children should go to the toilet before going to the yard, if it's necessary to use the toilet they can be brought to the First Aid Room by an SNA

10. Safety in the Workplace

All are entitled to the protection of health and safety in the workplace in accordance with the ***Safety, Health and Welfare at Work Act 1989*** and the guidelines in ***Circular 40/97*** from the Department of Education and Skills.

11. 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 consultation with parents and the class teacher, SET teacher and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

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.

12. Shortened School Day

A shortened school day may be considered during any of the stages if it is considered necessary to the safety and learning of the pupil concerned or that of other pupils. A shortened day will also be considered if it is necessary for the safety of staff members.

13. Bullying and Harassment

Scoil Eoin strives to be a positive and safe environment for all members of the school community. Bullying and harassment of any kind will not be tolerated. Please refer to our ***Bullying and Harassment Policy*** for more information and the policy on ***Dignity in the Workplace***.

14. Partnership with Parents/Guardians

In order to ensure the most effective use of the Code of behaviour in building and maintaining a happy and safe school environment parents/guardians are requested to:

- Become familiar with the Code of Behaviour
- Co-operate with the school in implementing the Code of Behaviour
- Communicate regularly with the school

15. Keeping Records of incidents

Classroom

- Each teacher maintains a record of pupils which would reflect positive and negative behaviours.
- When a child presents with repeated misbehaviours, separate record sheets will be kept by teacher and the principal and passed on to the next teacher. (All records will be kept in a safe place to maintain confidentiality.)

Yard

- A yard incident notebook will be brought to the yard by the teacher on duty. This will be monitored on a regular basis by the principal to spot patterns of behaviour. Significant misbehaviours or injuries will be recorded by the teacher in the Accident/Incident form in Appendix 3. This will be retained in the school office.

16. Success Criteria

The following are some practical indicators of the success of the policy

- Observation of positive behaviour in classrooms, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers and parents/guardians.
- Positive feedback from teachers, parents/guardians and pupils.

17. Strategies for dealing with persistent misbehaviour

α) Involving Parents in Management of Problem Behaviour when a pupil's behaviour is a source of concern

- The class teacher will inform the parents through a journal note
- If the problem persists the class teacher will contact the parents/guardians and a meeting may be organised. A copy of the code of behaviour will be given to the parents. This meeting is for the child's benefit and parents/guardians and teacher should co-operate and work together to try and resolve the issue/behaviour.
- The teacher may decide to advise parents to meet with HSCL Co-ordinator.
- If the above fails or if the behaviour persists, an appointment should be made with the principal and teacher to further resolve the issue/behaviour.
- Depending on the behaviour/issue, the child may or may not be present at the meeting.
- Parents are encouraged to contact the school if they have concerns by firstly making an appointment with the class teacher. Depending on the seriousness of the situation, the appointment may be made with the Principal. However, every effort should be made to resolve the misbehaviour/issue at class level. In general, parents/guardians must inform the school in advance of a meeting, what the issue(s) are that they want to address.
- If the behaviour/issue cannot be resolved by this stage, then it may be referred to Chairperson of the Board of Management.
- Complaints procedures are per DES guidelines and are available from the office.

β) Managing aggressive or violent misbehaviour

- Children who have social, emotional, or behavioural needs are referred for psychological assessment with the consent of parents.
- Appropriate support is sought from services available e.g. National Educational Psychological Service (NEPS), National Council for Special Education (NCSE), TESS etc.
- A plan of support for child and teacher is drawn from the conclusions and advice of such assessments and specialist support services.

18. Roles and Responsibilities

The following have particular responsibilities for aspects of the policy.

- The BOM monitors success, feedback and implementation of the policy.
- Principal, teachers, parents/guardians, staff, and pupils of Scoil Eoin. have responsibility for the implementation of this policy
- The BOM, Principal and teachers of Scoil Eoin will coordinate and monitor the implementation of this policy.

Implementation Date

This policy will be implemented from _____

Plan for reviewing the code

This policy will be reviewed regularly by the school community.

Ratification & Communication

The Board of Management officially ratified this policy on _____

Appendix 1 Contract of behaviour

Name _____

Class _____

Date _____

I agree to follow the rules of Scoil Eoin outlined in the Code of Behaviour.

Signed(pupil) _____

Parent _____

Appendix 2 Return from suspension contract

Name _____

Class _____

Return from Suspension Date _____

I agree to follow the rules of Scoil Eoin outlined in the Code of Behaviour.

Signed(pupil) _____

Parent _____

Appendix 3 Yard Rules and Sanctions

Rules	Sanctions
<ul style="list-style-type: none"> ● Kind hands, kind words, kind feet. ● Pupils will play in their designated class area only. ● If a problem arises on the yard tell, or a pupil gets sick or injured, they will tell the teacher on duty. ● Pupils will not leave the yard without permission from the teacher on duty. ● When the bell sounds at the end of yard pupils will freeze, on the teacher's whistle pupils will walk to their designated line ● Pupils will line up quickly and quietly and remain in the line until the teacher's second whistle and their class teacher brings them in. ● Stars will be provided, by the supervising teacher, one to a junior classes and one to a senior classes, who have lined up well. These will be added up at the end of the week and an award given to the winning class. ● Pupils will re-enter the school building one class at a time. 	<ul style="list-style-type: none"> ● Details will be recorded in the Yard Incident book by the teacher on duty. ● The time-out spot on the yard may be used or the pupil may be asked to walk with the teacher on the yard. ● The supervising teacher will let the class teacher know about any incident on yard. ● Serious or gross misbehaviours on yard will result in a pupil being brought in from the yard to the principal ● The pupil may be taken off yard until it is decided when he/ she is allowed back with the other pupils. ● A record may need to be made in the Accident/Incident form (see Appendix 3)

Appendix 5 Serious/Gross Incident/Accident Form

Date: _____

Time: _____

Name of child injured (if applicable): _____

Staff on Duty

Names of any other adults present

Exact location of incident/accident

Name of the child/children involved & the name of the class teacher

Nature of incident/accident

Action taken at the time of the incident/accident

Was First Aid required?

If yes, who administered First Aid?

Were parents/guardians contacted?

If yes, by whom was contact made and at what time?

Was any action taken after the incident/accident?

Appendix 6 Pupil Record Page

Date: _____

- What happened?

- What did you do?

- How did you feel?

- What should you have done?
