

# **Bweeng National School**

## **Code of Behaviour**

### **INTRODUCTION**

In compliance with Section 23 of the Education Welfare Act 2000, the Board of Management of Bweeng National School has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details

- The standards of behaviour that shall be observed by each pupil attending the school.
- The whole school approach in promoting positive behaviour.
- The measures that shall be taken when a pupil fails or refuses to observe these standards.
- The procedures to be followed before a pupil may be suspended or expelled from the school (concerned).
- The grounds for removing a suspension imposed in relation to a pupil.

The Code of Behaviour of Bweeng N.S. has been developed in accordance with Developing a Code of Behaviour: Guidelines for Schools National Education Welfare Board, 2008.

### **Policy Formulation**

In formulating the Code of Behaviour Policy, the Board of Management completed the following steps:

- Parents and Staff were informed that an initial draft of the Code of Behaviour was available and were invited to make submissions on the content of the code within a specified time.
- Class teachers were requested to discuss the topic of rules with their class and submit a list of pupil's suggestions to the Principal.
- The Principal discussed same with 5<sup>th</sup> and 6<sup>th</sup> class.
- Initial draft was reviewed and where appropriate amended in-line with the feedback received.
- Finalised draft of the policy was submitted for the Patrons Approval

### **Aims and Objectives**

- To ensure an educational environment that is guided by our vision statement.
- To create an orderly environment in which pupils can feel secure, safe and make progress in all aspects of their development.
- To ensure the safety and wellbeing of all members of the school community.
- 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 system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

- 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.

### **Whole School Approach**

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community therefore the Board acknowledges the importance of the roles played by the principal, teachers, ancillary staff and parents in the review and operation of the Code. All stakeholders (including parents) must communicate to each other with respect. Aggressive tones or demeanour, verbal abuse, threats or intimidation either in person, in writing or over the phone is not acceptable. If a parent / visitor displays anger or aggression to any other member of the school community, they may be asked to remove themselves from the building. The involvement of external supports remains at the discretion of the Principal and / or Board of Management.

### **Standards of Behaviour**

Our 6 Golden rules are

- Be gentle
- Be kind
- Listen attentively
- Work hard
- Look after property
- Be honest

### **Therefore:**

- (a) Each child is expected to be well-behaved and to show due consideration for other children and adults.
- (b) Each child is expected to show respect for property, both personal and communal, in the school and in his/her environment.
- (c) Each child is expected to be aware of his/her own dignity and the dignity of others, through encouraging habits of hygiene and cleanliness and respect for the rights of others.
- (d) Each child is expected to have respect for the truth.
- (e) The school recognises the variety of differences between children and the need to tolerate these differences.
- (f) 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 between staff, parents and pupils.
- (g) Every effort will be made to ensure that the Code of Behaviour is implemented in a fair, reasonable and consistent manner.

**Good behaviour will be praised and rewarded.**

**Unacceptable behaviour will not be tolerated.**

## **Classroom Behaviour**

Each pupil is expected to:

- Listen to the teacher and other pupils if they are speaking.
- Work in class to the best of his/her ability, complete homework to the best of his/her ability.
- Value school property and the belongings of fellow pupils.
- Follow the direction of his/her teacher.
- Obtain his/her teacher's permission to leave the classroom.
- Respect the teacher, other pupils and visitors to the classroom.
- Organise materials necessary for the class.
- To have a note from parents if homework is not complete.

## **Playground (Playing Pitch) Behaviour**

Each pupil is expected to:

- Play safely, avoiding any games or play that are rough or dangerous.
- Follow the directions of the playground supervisor(s).
- Remain on school grounds at all times.
- Obtain permission before re-entering the school buildings during break periods.
- Respect the yard supervisor and fellow pupils.
- Avoid swearing, fighting or name calling.

## **Behaviour in other School Areas**

Each pupil is expected to:

- Walk in the school building.
- Take care and behave safely when entering and exiting the school, walk on footpaths, etc.
- Respect adults and allow them to pass in the school corridors.
- Behave when lining up, standing in line and walking in the class line.
- Respect others, be mannerly at all times when on the school premises.

## **Personal Behaviour**

Each pupil is expected to:

- Respect themselves and property; keeping books, bag, uniform in good order.
- Be punctual: be on time for school and for class.
- Respect and adhere to the rules regarding the wearing of the school uniform.
- Have good personal hygiene.
- Be healthy and adhere to Healthy Eating Policy.

## **Behaviour during School Outings/Activities**

Each pupil is expected to:

- Follow his/her teacher's directions at all times.
- Remain with the teacher/supervisors and group of pupils at all times.
- Behave politely towards those they meet on such trips.
- Observe the rules of general good behaviour.

## **Staff**

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for maintaining discipline within common areas of the school. Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of the school year.
- Each pupil will sign the personal Code of Conduct (see attached).
- Ensure the rules are discussed and available to all students (displayed in the classroom etc.).
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and /or warnings given to the child on the misbehaviour and the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

## **Parents/Guardians**

Parents/Guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/Guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns. In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

## **Manners and Courtesy:**

Pupils shall show respect and courtesy to all members of the teaching staff, visitors and to each other. They are expected to have due respect and consideration for adults and for each other.

**Punctuality:**

Children are expected to be in school between 9.00 – 9.05 am. They are to go directly to their classroom and remain seated.

**Attendance:**

Any pupil who is absent (full day or half-day) must explain the absence to the teacher in charge of his/her class. This can be done using the Aladdin App or by email. No pupil is allowed to leave the school premises on any condition during school time (this applies to all break times), except where the school has received a written request from the parents. Regular attendance is required from all students unless prevented through illness or some other exceptional circumstances.

**Homework:**

It is the policy of the school to assign homework on a regular basis. Parents are expected to take an active interest in their child's homework and to sign their homework journal each night, ensuring that it is done. If it is not completed, a note explaining the reason should be forwarded to the class teacher. In cases where the student fails to produce or complete homework the class teacher will indicate same in the school diary.

**Toilets:**

Pupils treat all toilet facilities in the school with respect and must not damage them in anyway.

**In Class:**

Each pupil is expected to:

- Participate in the development of the Class Contract and agree to abide by it.
- Ensure the smooth running of the class.

**Going Home**

- Pupils leave the school in a safe and orderly fashion.
- If a pupil has to leave early, a note must be given to the class teacher. Children leaving school early must be collected by a parent or guardian.

**Mobile Phones:**

Children are not allowed to have a mobile phone or any other electronic device on the school premises. The use of mobile phones or receiving phone-calls on mobile phones within the classroom, in the playground or in any part of the school building during school hours is not allowed. A pupil caught using a mobile phone at a time or in a place where such use is forbidden will have his or her phone confiscated temporarily. In cases where it is necessary for a pupil to phone home, the phone in the Secretary's office will be made available.

**Property:**

Each pupil is responsible for his/her own class books and personal property. Coats, uniforms and sports gear are to be clearly marked with the pupil's name and should be taken home each evening after school. The school is not responsible for personal belongings which are left behind by pupils. All school property and equipment must be treated with care and respect. The defacing of school property by any pupil will be treated as a very serious offence. Parents are liable for any damage caused by a pupil who abuses or defaces school property.

**Safety Indoors/Outdoors:**

Pupils should have consideration and respect for each other when in the school building and grounds. Rough or dangerous play is forbidden and pupils must refrain at all times from entering "out of bounds" areas.

- Running is not allowed **inside** the school building and care must be taken not to push or jostle others.
- Unauthorised entry into classrooms is prohibited.
- If children have to remain in class at break time they should remain in their places unless given permission by the supervising teacher.

When going to or from the church, sports fields and swimming pool, etc. each pupil must stay with his/her group and obey the teacher in charge.

**School Outings:**

When on school tours, educational visits, engaging in extra-curricular activities or representing the school in any capacity, children must comply with school rules and behave in an exemplary manner. Children should not bring dishonour to themselves or the school.

**Appearance:**

Pupils must be particular about personal hygiene. A high standard of personal cleanliness and neatness is expected at all times. Pupils are expected also to maintain a clean and well-groomed hair-style. Extremes of "fashion-fads" are to be avoided.

**School Uniform:**

The full official school-uniform must be worn at all times when children are in school, representing the school and coming to or from school. Excuses are only accepted when a note from a parent is received.

**Environment**

As a winner of the Green Flag award, Bweeng N.S. is very proud of its Green Schools status. Pupils should have a lively regard for the school environs and must not throw litter in the classroom or the school grounds.

### **Bullying:**

Bullying will not be tolerated in any form. Students are encouraged to report incidents of intimidation, harassment, isolation, name-calling, threats, etc. to their class teacher, yard supervisor or the Principal, if an unpleasant incident occurs.

**The final interpretation of these regulations rests with the Board of Management, the Principal and staff. Further school regulations or changes to the existing ones may be made when necessity warrants it.**

### **PROMOTING POSITIVE BEHAVIOUR**

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

**Good behaviour will be reinforced by praise and encouragement.**

A reward scheme for promoting positive behaviour will be used. Such rewards will 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 system of merit marks, stars or stickers.
- Delegating some special responsibility or privilege.
- A mention to the parent, written or verbal communication.
- Exceptional behaviour may be publicly praised.
- The use of "Golden Time" or "Homework Off Vouchers" or other incentives.
- Extra discretionary P.E. time.
- Personalised letters to parents(s)/guardian(s).

## **Levels of Behaviour**

### **Minor Misdemeanours – Level 1**

#### **Minor misdemeanours are constituted as:**

- Interrupting class work.
- Being discourteous.
- Disrespectful behaviour, unmannerly or answering back, not completing homework without good reason and uncooperative behaviour.
- Name-calling.
- Bad language.

#### **Minor misdemeanour: Actions**

1. Discussion with pupil. Verbal reprimand (Choice of two options use the positive first).
2. If child co-operates, praise given for making the right choice.
3. If child doesn't co-operate suitable sanction implemented.
4. Restorative discussion to be held after incident where appropriate.
5. Class room-based interventions - circle time S.P.H.E.

#### **Minor misdemeanours: Sanctions**

1. Isolation – temporary separation from peers.
2. Loss of privileges.
3. Extra work.
4. Note in diary or word with parent/guardian.
5. Behaviour chart.
6. Golden Time reduced.

### **Level 2 Misdemeanours**

- Repeated instances of Level 1 which have not been modified by intervention.
- Stealing.
- Cheating.
- Telling lies.
- Name calling/verbal abuse.
- Disrespectful language or behaviour toward an adult.
- Misbehaviour on school outings etc.,

#### **Level 2 Disciplinary Actions**

The discipline of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels.

- In school supervised detention during play time.

- Meet with Principal/Deputy
- Meet with parents/guardians.
- Incident to be discussed and a behavioural plan to be devised
- Loss of privileges.
- Additional work
- Thinking about my behaviour form to be filled and signed by parents.

### **Supportive Interventions:**

- Team conference to include classroom and Deputy Principal or Principal.
- In class behavioural Management Programme such as Stop, Think, Do.
- Request for assistance from external agencies such as NEPS, H.S.E., CAMHS and NCSE.
- Referral of a child displaying behavioural problems for psychological assessment with parental consent.

### **Level 3/4**

- Physical assault/violence posing a serious health and safety risk to self, other pupils or a member of staff.
- Physical violence resulting in serious damage to school or property.
- The student's behaviour has had a seriously detrimental effect on the education of other students.
- Repeated or serious incidents of Level 2 behaviour which may not have been modified by intervention.
- Setting fires.
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others.
- Discriminatory or prejudicial activities or actions toward another person or group involving race gender, religion, physical condition, handicap or ethnic origin.

### **Level 3 Actions.**

- Teacher to inform Principal/Deputy.
- Parents informed.
- Meeting of all parties involved.
- Daily Individual Behaviour Plan.

### **Level 3 Sanctions**

- Exclusion from yard.
- Loss of privileges.
- Additional work.

- Reduced school day.
- Report to Gardai.
- Suspension.
- Expulsion.
- Daily individual behavioural plan.

### **Restorative Approach.**

At all times teachers will continue to use a restorative approach to discipline. Children invited to fill behaviour form answer the following questions.

- What did you do?
- When did it happen?
- Where did it happen?
- What caused you to behave in this way?
- Who has been hurt by these actions?
- How can I improve my behaviour?

### **Contact with Parents.**

Parents are given a report on pupil behaviour at parent teacher meeting in November. The end-of year report will also address behaviour.

Other methods may include:

- a) Have an informal word with child's parent and seek parental support in addressing the misbehaviour.
- b) Write a short note in the child's journal or make a quick call to the child's parent.
- c) Invite parents to a meeting to discuss the behaviour and prepare a Behaviour Plan to support the pupil.

Teacher will seek to establish if any other factors may be affecting child's behaviour. A subsequent review of behaviour within an agreed time-frame should be agreed, following the adoption of the Behaviour Plan.

We endorse a co-operative Home/School approach to addressing pupil behaviour. At all times parents and teachers should adopt a calm, dignified approach to any difficulty. Consistency is vital and we advise that parent's response to misbehaviour is in line with the school approach of reasoning with the child and withdrawing privileges/treats, if appropriate.

**Physical punishment at home is considered counter-productive and should NEVER be used.**

If a parent is concerned about their child's behaviour, an appointment can be made through the school office to see their child's teacher. In situations where it is appropriate, pupils will participate in a portion of the meeting between parent and teacher. All meetings are recorded and notes retained by class teacher. If misbehaviour continues, teachers will discuss with Principal and a further meeting may be organised with parents, Principal, Teacher and child.

In the case of serious misbehaviour, the Principal may contact parents immediately and arrange an urgent meeting. It is the decision of the principal to prevent a child from re-joining class before such a meeting takes place and behavioural contract is agreed. This decision will only be made if the child's behaviour is considered a danger to himself or others in class.

## **Disciplinary Actions**

### **Stage 1.**

In dealing with any incidents of misbehaviour, teachers take cognisance of the child's age, level or understanding, severity and frequency of the misbehaviour. Teachers endeavour to understand causes of individual misbehaviour. Minor changes to classroom management may be sufficient to eliminate the cause of poor behaviour. Teacher will correct the child, indicating that the behaviour is unacceptable, referring to the school/classroom rules.

### **Stage 2.**

If a pupil continues to misbehave, or if the behaviour is deemed by teacher to be more serious, the child is given a sheet 'Thinking about my Behaviour'. This encourages the child to think about their behaviour and invites a positive response from the child on improving their behaviour. The form is brought home for parents' signature. An additional sanction may be given by class teacher or Principal. Thinking about my Behaviour forms are retained by the class teacher. The teacher contacts child's parents, giving a brief account of the incidents of misbehaviour. Parents are invited to meet with teacher to try and establish causes for behaviour and how to try and improve the pupil's behaviour through an Individual Behaviour Plan. Parents and teacher identify target behaviours that can be addressed in the plan at home and at school. A target is set. Intrinsic rewards are considered. The behaviour plan will be signed by parents and teacher. A review date is set. The contract should be written in such a way that it is focused on specific behavioural problems and offers accrued benefits for achieving the stated goals – in this way a balance can be seen to be kept between sanctions and rewards.

### **Stage 3.**

If the unacceptable behaviour continues, or in the case of very serious misbehaviour, Principal and class teacher will meet with parents/guardians and discuss the situation. Advice may be sought from outside agencies and further sanctions may be applied by the Principal.

### **Stage 4.**

In extremely serious situations, it may become necessary to involve the Board of Management, who reserves the right to impose Suspension or Expulsion according to Department of Education Procedures.

## **Recording**

Class – Each teacher logs incidents of bad behaviour in teacher's diary. Each teacher has a Behavioural Template to record incidents. Records should be kept of any meetings or correspondence with parents.

Records of meetings with parents and Principal will be stored in the school office in 'Parent Correspondence File'. A general report on pupil behaviour will be presented to the Board of Management each term. Incidents of a serious nature will be brought to the attention of the School Board and recorded in Board minutes.

## **Playground**

All incidents of bad behaviour on yard are noted on the junior and senior yard book.

## **School Records.**

Records of pupil behaviour, as reported in end-of-year report, is retained in pupil's file. Incidents of a serious nature are also kept on file in the pupil's file. Any correspondence with outside agencies is also kept in pupil file.

## **School Rules: (for the benefit of the children)**

- Do as your teacher asks.
- Listen to teacher in class.
- Bring all equipment to school.
- Do all your homework.
- Do your best in class.
- Respect teacher, adults and other pupils.
- Take care of school property.
- Wear your uniform.
- Bring and eat a healthy lunch.
- Always wash your hands after using the toilet.
- No mobile phones, electronic equipment or devices with a camera or recording equipment in school
- No Tipp-ex allowed in school.

## **On Trips**

Do as your teacher asks:

- Remain with teacher and your class.
- Be polite.
- No phones, electronic equipment or devices with cameras.

### **In the corridors**

- Leave class in a safe and orderly fashion.
- No running down the slope at home time.
- No opening front door without a teacher present.
- No running inside the school building.
- No pushing.
- Let adults pass when on corridor.
- Remain in your seat during wet break times/first thing in the morning.

### **Lunch Time Rules**

- Permission required from teacher on duty to leave classroom to go to the toilet.
- Stay in classroom until teacher gives you permission to go out
- All waste lunch goes home
- Enter, exit and line up in an orderly fashion
- No food is allowed onto the yard
- No balls/beanbags in yard
- Skipping area for skippers only
- Grass banks are off limits
- Children must have permission to re-enter the school building/leave the playground
- Play in designated area
- No gymnastics outside at any time i.e., cartwheels/handstands
- No rough games
- During winter, coats stay on
- When the bell rings children must freeze and then walk to the line
- Do not re-enter the school until teacher escorts the class back into the classroom.

### **On Yard**

Refer to Lunch Time Rules as above.

## **Procedures for the investigation, follow up and recording of misbehaviour / breaches of Code of Behaviour**

The school recognises that:

- Early intervention is crucial
- Primary aim for the teacher investigating is to resolve any issues
- In investigating and dealing with misbehaviour the teacher will exercise his / her professional judgement to determine what has occurred and how best to resolve the situation
- Non-teaching staff are actively encouraged to report any incidents of misbehaviour to the relevant teacher
- Parents / pupils are required to co-operate and assist the school in resolving any issues
- Teachers to take a calm, unemotional problem-solving approach when dealing with incidents of misbehaviour
- Incidents are best investigated outside the classroom situation with due regard to child protection measures
- Teachers, when analysing the situation, should seek answers to questions of who, where, when, what and how often
- If a group is involved, pupils will first be interviewed individually and then as a group (at the discretion of the teacher)
- A written record of discussions will be kept
- The school reserves the right to ask any pupil to write an account of what happened as part of an investigation. This is standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- The school reserves the right to interview any pupil without a parent present in relation to an incident. This does not necessarily imply that a pupil is guilty of misbehaviour.
- When an investigation is completed the relevant teacher will write a report
- Parents may be contacted by the relevant teacher depending on the breach of discipline
- Parents may be invited to a meeting with the relevant teacher and principal
- It must also be made clear to all involved (pupils and parents) that in any situation where disciplinary sanctions are required, that this is a private matter between the pupil being disciplined and the school
- Parents cannot dictate what sanction should be implemented or to whom the sanction should apply

Signed : Sean Kelly  
Chairman

26/4/22.