



## **Code of Good Behaviour**

### **Introduction:**

The Code of Behaviour for Scoil Bhríde was first written and implemented in 1998. Since then it has been revised on numerous occasions. This latest edition has been drafted after consultations with the Parents of the school, the Parents' Association, The Board of Management and the Staff.

### **Rationale:**

Why is it necessary to devise a Code of Behaviour at this time?

We have decided to review our Code of Behaviour because

It is a priority area identified by the staff and Parents

- The existing policy is due for review and amendment

### **Aims:**

The aims of the Code of Behaviour of Scoil Bhríde are:

- To provide a place where pupils can feel safe to learn, play and be themselves.
- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- 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.

### **Implementation**

The overall responsibility for discipline in the school rests with the principal. Each teacher has responsibility for the maintenance of discipline/ behaviour within his/her classroom while sharing a common responsibility for good order within the school premises.

Every member of the school community has a role to play in the implementation of the Code of Good Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

We would ask parents to co-operate with the school with regard to the implementation of its policy on discipline and to communicate regularly with the school about circumstances that might affect the behaviour of their children in school.

### **General Guidelines for Positive Behaviour**

1. Behaviour is learned.
2. People are responsible for their own behaviour.
3. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable
4. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.

5. Pupils are expected to take pride in their appearance, wear their full uniform, have all books and required materials and to be in the right place at the right time.
6. Pupils are expected to obey a staff member's / teacher's instructions, to work to the best of their ability and to present assignments neatly.
7. Pupils are expected to attend every day and on time unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

## **Bullying**

**Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.**

Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

## **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 to encourage Positive 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.

### Positive Behaviour Rewards:

- To further develop our Positive School Culture and to promote Positive Mental Health in our classrooms and in our whole school environment, we will encourage and reward positive behaviours by the children. Our aim is to encourage children to make small gestures which might; include others, reassure others, befriend others, push their own comfort zones, challenge their own behaviours, show initiative, show resilience, be reflective and therefore they will be rewarded for their efforts personally and with their peers. The initial reward is a blue coloured token with the Scoil Bhride Crest on one side and a star on the other.
- A Scoil Bhride Token can be awarded by teachers, SNAs, school secretary or school caretaker to any child who is seen to make a genuine effort to show respect, kindness, manners, citizenship etc. The recipient then presents his/her token to their class, stating the good deed that took place (encouraging other similar actions and building the self esteem of the token holder). Once a number of tokens are gathered in the Class Positive Behaviour Rewards jar, they may be exchanged for a class group reward. These rewards can be at the discretion of the class teacher, decided in conjunction with the class and developed to suit each particular group.

## **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. These may include

Strategies used in response to incidents of unacceptable behaviour may be applied: (Circular 20/90)

- (a) Reasoning with the pupil
- (b) Reprimand (including advice on how to improve)
- (c) Temporary separation from peers, friends or others (within class/ different class)
- (d) Prescribing extra work.
- (e) Loss of privileges – which may include golden time, library, ICT etc.
- (f) Detention during a break or break at a separate time to peers (SNA dependant)
- (g) Prescribing additional work

- (h) Referral to Principal Teacher
- (i) Communication with parents - Note Home
- (j) Suspension

Referral to Principal for Card (warning card-to be signed by principal and parents to return to school).

- Child may be "booked" by the Principal on receipt of **two yellow cards or a red card – ie 6 occasions**.
- **BOOKED** means that the incident is recorded in the Principal's Office and the child is given extra work, which must be returned to the principal. The parents of the pupil booked are informed in writing of the booking and the reason for it. Referral to Principal for Booking.

### **Protocol as discussed to follow misbehaviour on the yard:**

Teacher will make written record of occurrences of note in Yard Sheet and notify class teacher.

(A verbal warning by teacher on yard duty depending on the severity of the incident including advice on how to improve. Pupil may be put on time out against the fence after warning for an amount of time (infants 2 mins)(others 5 mins) and teacher may make a written record of the occurrence)

If there are three occurrences in a term the class teacher issues child with Yellow Card which must be returned signed by parent and child.

3 Occurrences merits **Yellow Card**.

2 Yellow Cards merits **Red Card**

2 Red Cards parents will be requested to come in to the school to discuss his/her behaviour with the Principal.

Suspension may follow immediately.

### **School Rules**

School rules are kept to a minimum and are 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 rules and regulations are clearly stated and enforced consistently and fairly.

## **SCHOOL RULES**

We are **PUNCTUAL**

We turn up in time for school

We line up in time after each break.

We are **GENTLE**

We don't hurt others

We are **KIND & HELPFUL**

We don't hurt anybody's feelings

We **LISTEN**

We don't interrupt

We are **HONEST**

We don't cover up the truth

## **We WORK HARD**

We don't waste our own or others' time

## **We LOOK AFTER PROPERTY**

We don't waste or damage things

## **We ARE PREPARED**

We have what we need for the day

## **We ARE CAREFUL**

We don't waste or damage things

## **We SHOW RESPECT**

We show respect to ourselves, others and property

### **Before/After School**

Parents are reminded that the Board of Management and staff of the school does not accept responsibility for pupils before official opening time of 9.00 a.m. or after the official closing time of 1.40 p.m. (infants) 2.40 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Collecting children earlier, except in the case of medical or other necessary appointments, should be avoided as it causes disruption to classes. Persistent late collection of children causes upset for the child and inconvenience for teachers.

### **Morning Line Up**

Pupils should arrive at school for 9 a.m. They must not enter the school building before 9 am. Once in the school grounds, they may not leave until 2.40. No child is allowed home before 2.40 except for the infant classes.

All pupils are expected to line up in single file on a designated line or area at bell time. **No ball games or running is allowed from 10 minutes prior to the bell.** Teachers greet the pupils and the pupils enter the school and proceed to their class in single file. Pupils should use the same door each day. The board of management provides assistance for assembly for about 10 minutes prior to the bell.

The school doors will be closed at 9.10 a.m. Pupils must use the buzzer to gain entrance after this time. Persistent latecomers offenders may have a standardised note sent home.

### **WET DAYS Morning Line Up**

On wet days, staff may decide to facilitate the pupil assembly from 8.50 in the Hall. Unfortunately we cannot facilitate other adults apart from staff.

### **Pupils moving throughout the school**

All pupils are expected to walk in single file in an orderly fashion from their classroom to the library, resource room or other places. They are expected to move quietly They are expected to allow adults pass. If lining up, they must do so quietly. When using the stairs, pupils should always use the hand rail / banisters. Pupils are never allowed use the lift unaccompanied.

### **Classroom Practice**

Staff members and students should knock before entering the room. If pupils are addressed by the visitor, they should reply in a short polite greeting according to individual class. (*Fáilte romhat, Fáilte, Dia duit, Good morning, Good afternoon. May add name of visitor*). Pupils should stay quiet while the visitor is in the room.

Within a classroom setting, there will be an agreed level of behaviour. Rules (see Appendix 11) should be established. The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

- \* In certain circumstances a Positive Goal-Based Sticker book will be used
- \* Also in certain circumstances an Individual Behaviour Plan may be adopted

### **Little Break**

Pupils will be escorted to the yard by teachers and collected from same.  
*Pupils will be encouraged to use toilet facilities before break.*

### **Wet day Supervision.**

During Little Break, pupils *must remain seated at all times*. Requests to use facilities may be made to teacher on duty or SNA in class. Class teachers may allow students to sit with their friends before they leave their rooms. (No child is allowed go around with a bin.)

### **Lunch**

Each child should be provided with a healthy lunch. This may include cheese, a sandwich, fruit, vegetables or yoghurt. (please be aware of the dangers of yoghurt not stored in chilled containers)

Pupils may have water to drink during the day. Other juices or milk may be consumed at break times only with food in line with best practice. The following are not allowed:

crisps, fizzy drinks, chewing gum, bars, “breakfast bars”, biscuits, lollipops, chocolate and other “junk” foods. Pupils are expected to bring their uneaten lunch home to alert parents to their eating habits. Inappropriate foods will be taken from pupils and returned at the end of the day. Note home (see Appendix 6)

**Chewing gum is expressly forbidden on school property and on school activities.** Nuts are not allowed in some classes due to anaphylaxis.

A ‘LunchBoxZone’ is to be encouraged whereby pupils bring in food in a reusable lunchbox and bring leftovers and packaging home. Yoghurts may be eaten but please ensure that the child is able to store, open and consume yoghurt carefully and properly.

### **Uniform**

The benefits of wearing uniforms are many and have been also approved in a Poll of parents. The school has a school uniform consisting of navy sweater, blue shirt or blouse, navy tie and navy trousers or skirt. Shoes should be flat and dark. We also have a school tracksuit which is worn on the day a child has P.E. The school tracksuit is available from Colgan Sports, Monread Rd., Naas. Colgans may embroider a crest on a generic uniform . Separate crests are available from the school shop. Full uniform must be worn every day except P.E. days and swimming days when the school tracksuit should be worn. This applies to organised games in yard. A note from home should inform teachers as to why the uniform is not being worn.

Checks by staff will take place on school uniform. **3 incomplete uniform offences will merit a yellow card.**

For Health & Safety reasons only stud earrings are allowed. All children may wear a watch and / or a ring. No other jewellery or make-up may be worn.

### **Child Leaving School**

No child is permitted to leave school during school hours unless accompanied by an adult or older sibling. A parent’s note (separate or in homework journal) nominating the person collecting the child must be sent in if a parent is not collecting the child. The parent also must contact the school to confirm this.

### **Mobile Phones & Electronic devices**

The use of mobile phones by **pupils** on school premises or school related outings is prohibited. They will be confiscated and parents/ guardians may retrieve them from the office.

MP3s, Nintendo, PSP etc.. and other handheld games consoles are also prohibited

### **Teacher Absence**

If a teacher is absent and the class is split up, the **pupils** must stay with their new class for the day but will go to their regular yard area. The children may not return to their classroom during the day without permission.

### **Child Absence**

- If a child is absent, they must bring in a note upon their return, confirming their absence. A note in the homework journal will suffice. There are several categories of reasons for absence It is up to parents to adequately inform the school of a child’s absence and certificates should be produced verifying hospital attendance. The NEWB (TUSLA) legislation requires schools to make attendance returns. All absences must be accounted for under various headings. Categories under which returns are made include *Illness, Urgent family reasons, Expelled, Suspension, Other (Religious observance, Emigration, Holidays, Unexplained and Transfer to another school.*

Under the Education Welfare Act (2000), a school is obliged to report to the NEWB every time:

- a student has reached 20 days' absence cumulatively
- a Principal is concerned about a student's attendance
- the Board of Management decides to expel a student
- a student has been suspended for 6 days or more cumulatively
- a student's name is to be removed from the school register for whatever reason

Where teachers have concerns relating to a child's attendance and/or punctuality the following procedures will be followed:

- Note home or phone call checking reason for child's absence or late arrival at school – reminding parents/guardians of their responsibility to provide notes explaining absences.
- Meeting with parents/guardians to discuss the situation.
- Further monitoring of situation.
- If there is no improvement the school will contact the Education Welfare Officer with NEWB (TUSLA). The school will inform the parents/guardians that it is taking this action.

Where the school has fears that there is an issue of neglect, the school may contact the Duty Social Worker with the HSE.

### **Big Break**

During Big Break, children are expected to walk to and from the yard and treat themselves and others with respect. All children are expected to demonstrate the use of :

## **Kind Words, Kind Hands and Kind Feet.**

When the siren sounds, the children are expected to stop what they are doing and when the whistle sounds, make their way to their line and line up quietly.

In each yard there may be a designated skipping area. Ropes may be used only for skipping. Any variation will result in the rope being taken until the end of the break and passed to class teacher. Continued breaches result in name being entered into Yard Behaviour Sheet resulting in entry into the Class book.

Children should be encouraged to use toilet facilities before break. As a general rule children will not be allowed to use the toilet during yard time as all resources are directed towards yard supervision. Teachers on duty may use discretion.

### **Yard**

In the junior Yard, Children may not play past the first step.

A Yard Behaviour sheet will be kept whereby breaches of discipline are recorded for class teacher's book. A verbal warning first may be appropriate

There are three categories of misbehaviour:-

#### 1. Physical

- Hitting, punching, kicking, pushing, chasing, loafing (head butting), spitting.
- Damaging property/ fence.
- Using physical gestures to incite or provoke anger
- Intimidating/aggressive behaviour towards others.
- Not observing safety standards.

#### 2. Verbal

- Challenging authority and blatant refusal to follow instructions including ignoring authority.
- Verbal harassment and intimidation of others such as: taunting, slagging, offending peers, SNA's and Teachers.
- Verbal harassment and intimidation of SNA's and Teachers.
- Using inappropriate language.

#### 3. Inappropriate Attitude (for SEN identification and recording of data only)

- Ignoring authority
- Tone – disrespectful – despondent, unable to apologise and accept apology

- Manner – body language, defiant and inappropriate.

(A verbal warning first may be appropriate)

There will be space to record positive comments at the end of each page.

1. September to Hallowe'en,
2. Hallowe'en to Christmas,
3. Christmas to Easter,
4. Easter to Summer

There will be four time periods for the Yard Sheets –  
After which children may start with a 'clean slate'

☺ The yard sheet is passed on from the teacher on duty to colleagues in a given order.

☺ It may also be appropriate for children to be deprived of yard time with their peers and instead (SNA dependant) may be brought to yard at a different time.

☺ If there is no sign of improvement, parents may be asked to collect child and accept responsibility for child and child's behaviour for the duration of big break. Further action may be taken.

☺ Class teachers may be informed by other staff of class child's misbehaviour or excellent behaviour (i.e. Doing a good deed for someone ) at other times.

(ALL records and notes must be matter-of-fact records with objective language used)

Infants will be asked to stand for 2 minutes, the rest of the children will be asked to stand for 5-10 minutes.

Class teachers may have Student of the Week / Month (judged on effort and good behaviour).

**Covid-19** As we mediate the reopening of our school and look to the future, any attempt to undermine, mock or an unwillingness to comply with Government guidelines as well as school based procedures will be treated with the utmost seriousness and therefore will be dealt with under the remit of our Code of Good Behaviour. Examples of unacceptable behaviour include:

- Spitting at another individual.
- Intentionally coughing, sneezing or displaying any form of poor respiratory etiquette intentionally toward another.
- Not conforming with new procedures for entering, exiting and moving around the school building.
- Non compliance with regard remaining in pods and bubbles during class time as well as breaks.
- Any form of behaviour which undermines our school response plan to Covid-19 and therefore risks the health and safety of students, staff and the wider community.

## Racism

Racism in its various forms will be identified and will not be tolerated. Positive behaviour towards others will be promoted through SPHE within the curriculum and with reference to our anti-bullying policy. This begins at infant level.

## Suspension

If the problems continue the child may be suspended with the permission of the Board of Management in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

In the case of serious misbehaviour / dangerous / aggressive behaviour, the Principal may bypass this procedure and suspend any child guilty of same.

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

A number of staff in our Special classes, including the teachers and other members of staff throughout the school have received 18 hours of Professional Crisis Management (PCM) training. The primary focus of this approach is on the de-escalation of a situation, and emphasis is placed on physical intervention being a last resort after all other strategies have failed when the individual poses a threat to the welfare and safety of themselves, other students and staff or at risk of doing major damage to property. All Special Needs assistants will receive training at the next available opportunity.

## Suspension/Expulsion



Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. For gross misbehaviour, or repeated instances of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour including biting will be regarded as serious or gross misbehaviour, depending on circumstances.

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. Suspension will be 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 the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

### **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. 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.

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 writing in accordance with Section 24 of the Education Welfare Act. **See Appendix**

Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, eg, S.E.N.O., N.E.P.S. Colleagues helping each other, Time-out Centres, Chill out Cards, Community Care services provided by Health Boards, Social Services, Home-School-Community-Liaison Teacher, Special Schools, Behaviour Programmes / Schools, Child and Adolescent Mental Health Services,

### **Informing Parents**

Section 23 (4) of the Act further states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and that the principal 'may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child'.

### **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.

### **Parents'/Guardians' Responsibilities**

#### **Meeting with Teachers**

- Please make appointments through the office if a meeting is required with the teacher or principal. A problem should first be discussed with the class teacher. Parents should make appointments to meet with teachers via the office. Other communication should take the form of a note in a journal. Meetings are not facilitated in school / contact time. Please inform the school if unable to keep an appointment. If visiting school, check in with the Office first.
- Sign children in and out of school if outside of normal reception dismissal times.
- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually and inform the school of the reasons for any absences.
- 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.
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be courteous towards pupils and staff
- Label pupils coats and other property
- Supervise their young children on school premises when collecting other pupils or visiting the school
- Refrain from entering the classroom unaccompanied
- Refrain from bringing family pets/dogs into the school yard (even if on a lead)
- As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.
- No Smoking on school yard
- Please refer to our Dignity at Work Policy.

**Ratified by Board of Management on      Date    17<sup>th</sup> April 2023**

**Signed    Fiona Pakenham**  
**Chairperson, Board of Management**