

ST. BRIGID'S GNS, KILLESTER, DUBLIN 5



CODE OF BEHAVIOUR POLICY

Rationale

This review is being carried out to ensure that our policy is in compliance with the legal requirements and the good practice standards as set out in Developing a Code of Behaviour: Guidelines for Schools (2008).

The Code of Behaviour in St. Brigid's GNS is based on the principle of equal respect for both the children and their families and for the staff of the school, both teaching and non-teaching. The purpose of this Policy is to promote positive behaviour and to allow our school to function in an orderly and harmonious way, in line with our Catholic ethos. Children will be made aware of the code at a level appropriate to their age. The purpose of this Code is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we can ensure an orderly climate for learning in our school.

The aims of the Code of Behaviour of St. Brigid's GNS are:

- To ensure an educational environment that is guided by our educational ethos.
- To allow the school to function in an orderly way where all the children can make progress in all aspects of their development.
- To foster caring attitudes to one another and to the environment
- To create an atmosphere of respect, acceptance, open mindedness and consideration for others
- To develop self-esteem and to promote positive behaviour
- 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.

All members of the school community will be provided with a copy of the written document upon enrolment/employment at St. Brigid's GNS. A copy of the policy is available for the school community to view on the school website. The Special

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Education team and all staff have a particular responsibility to work with children with special educational needs, and their parents, to reinforce the messages being taught in the classroom about appropriate behaviour. The mentoring of new staff members is a further responsibility of the Principal.

BEHAVIOUR AND RULES

Every member of the school community has a role to play in the implementation of the Code of 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.

ROLES AND RESPONSIBILITIES

Responsibility for the implementation of this policy rests, in varying ways as outlined below, with all the partners in our school's educational tasks i.e. the Board of Management (BOM), Principal and Teaching Staff, Pupils and their Parents or Guardians.

BOM

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal

- 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

- 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.

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Pupils

- 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

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend school regularly and are punctual each day.
- Attend meetings at schools if requested.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation. This is available on the school website www.stbrigidsgns.ie
- Sign the Code of Behaviour to confirm that it is acceptable to them and that they will make all reasonable efforts to ensure that their child complies with the Code. Pupils will only be enrolled if parents/guardians agree to this in advance (See Education Welfare Act 2000 Section 23(4)).
- 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.
- **Respect to be shown by the parents towards members of staff, other parents, children and the wider community.**

GENERAL GUIDELINES FOR POSITIVE BEHAVIOUR

1. 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
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

YARD

The positive strategies which St. Brigid's GNS implements to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour in the

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playground are:

- A clear and concise set of rules communicated to the children. These rules are discussed and agreed at staff meetings and communicated to children in individual classrooms.
- Pupils are escorted to the yard by their teachers/minders and collected from class lines at end of yard time.
- Incidents of misbehaviour during yard time will be dealt with by the teacher on duty and class teachers will be informed of the incident. In circumstances of serious misbehaviour the incident will be dealt with by the Principal or Deputy Principal after yard time and parents will be informed in an effort to address the situation.
- Children are asked to stand out for a short period of time if they are engaging in rough/dangerous play or if they are breaking the yard rules. The teacher on duty will issue a reminder to the child, if they partake in rough play a second time they will be asked to stand out for the remainder of yard.

CONFLICT RESOLUTION

In St. Brigid's GNS, the emphasis is on restoring relationships rather than on enacting punishments. We believe the building, nurturing and repairing of relationships is a key issue in supporting learners in schools. The children will be taught skills to resolve conflicts through the explicit teaching of yard lessons, the Stay Safe and SPHE Programme.

BULLYING

Bullying is when a person is exposed, repeatedly and over time, to intentional negative actions on the part of one or more other persons. However isolated acts of anti-social aggression that serve to intimidate or harass a person on an ongoing basis may be considered to be bullying.

The most common forms of bullying are aggressive physical contact, verbal, gesture, exclusion, extortion and cyber-bullying. 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

- (1) Private or public praise of a pupil's good behavior, manners, politeness**
- (2) Class 'Pupil of the Week'**
- (3) Star/Points/Dojo Rewards are appropriate to the class level e.g. stickers, homework pass, non-uniform day (for individual children on specified day) etc**
- (4) Praise may also be given by means of any one of the following**

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- 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.

Teachers may suggest appropriate interventions to improve behaviour to parents/guardians.

DISCOURAGING MISBEHAVIOUR

The purpose of sanctions and other strategies is to promote positive 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:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work.
- Loss of privileges.
- Detention
- Communication with parents.
- Referral to principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

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

SUSPENSION/EXPULSION

Before serious sanctions such as detention, 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.

Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour. For gross misbehaviour or repeated instances of serious misbehaviour suspension will follow. Continuous and repeated instances of less serious misbehaviour may incur suspension. Parents concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour, the Chairperson of the BOM will be informed and the parents will be requested in writing to attend

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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 serious/gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the BOM authorises the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the 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 writing in accordance with Section 24 of the Education Welfare Act.

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.

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.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 8:35 a.m. or after the official closing time of 1:15 p.m. (infants) and 2:15 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the BOM. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Annual review carried out by Board of Management on March 14th 2018.

Signed: *Carmel Reid* (Chairperson) 14th March 2018