



BUNSCOIL CHLOCHAR DHÚN CHÉIRÍ
Carysfort National School

An Charraig Dhubh, Co. Átha Cliath
Tel: 2885803
Roll No. 14586M

Code of Behaviour

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. This code of behaviour sets out programmes, practices and procedures that together form Carysfort National School's plan for helping students in the school to behave well and learn well.

Good behaviour is based on good relations between parents/guardians, child and school. In Carysfort National School, we strive to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal or Vice Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises including the playground.

In school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles. Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore, any rules will be conveyed to children in an age and developmentally appropriate manner, in clear and accessible language, with clear agreed consequences. The individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Parents/guardians can support the school by encouraging their children to understand the need for school rules by modelling positive and respectful behaviour towards the school and school personnel and by communicating any relevant concerns to the school.

Aims of the Code

- To create a positive learning environment that encourages and reinforces good behaviour and mutual respect
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-management in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child in keeping with the school's Mission Statement
- To foster caring attitudes to one another
- To foster a caring and respectful attitude to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication.
- To encourage the involvement of both home and school in the implementation of, and adherence to, this policy

Responsibility of Adults in the School

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. We subscribe to the Code of Conduct for teachers as laid down by the Teaching Council. See appendix.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

As adults we should aim to:

- Create a positive learning environment with realistic expectations
- Promote positive behaviour, through example, honesty, courtesy and an awareness of others

- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, religious ethos, ability or disability
- Show appreciation for the efforts and contribution of the whole school community
- Discourage physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet*'
- Discourage hurtful or unkind remarks through our '*THINK*' strategy

School Rules

In Carysfort National School we agree to:

- Show respect for ourselves and others
- Respect other students and their learning by ensuring our behaviour does not impact on others
- Show kindness and willingness to help others
- Follow instructions from staff immediately
- Walk quietly and safely in the school building
- Speak with courtesy and good manners
- Show readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom
- Do our best in class
- Take responsibility for our own work
- Respect each other's property
- Wear the appropriate uniform
- Follow our Healthy Eating Policy

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules in consultation with the children. These will reflect and support the school rules but will be presented in a way that is accessible to the children at a developmentally appropriate level. Class rules should be kept to a minimum and are devised with regard to the health, safety and welfare of all members of the school community. They should, where possible, emphasise positive behaviour (e.g. 'Walk' and not 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age and understanding of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage with a view to working together to achieve a positive outcome.

Children with Special Educational Needs

All children are required to comply with the Code of Behaviour. However the school recognises that children with special educational needs may require assistance in understanding certain rules. Specialised behavioural plans will be put in place in consultation with parents, the class teacher, special education teacher and the Principal. Cognitive and emotional development will be taken into account at all times. Information provided by Psychological Assessments will be included.

The children in the class or school may be taught strategies to assist a pupil with special educational needs to 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.

Incentives to encourage positive behaviour

Part of the vision of Carysfort National School is to help children achieve their full potential - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that children can use a variety of approaches to learn well. Reward systems which are based on academic merit or particular extrinsic goals tend to apply to only a limited number of others and undermine the individuality of children. All children deserve encouragement to attain their own best. Therefore, rewards will recognise effort, positive behaviour and contribution to the school community. Children will be encouraged and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. **Rates of praise for behaviour should be as high as for academic achievement.**

The following are some examples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group, class or at assembly
- A system of merit marks, small prizes, treats or stickers
- Extra playtime (yard or classroom), extra "Golden Time"
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication.

Unacceptable Behaviour

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

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

Examples of serious misbehaviour:

- Behaviour that is hurtful (including bullying, harassment, discrimination, victimisation and the use of inappropriate language in person or through social media)
- Behaviour that interferes with teaching and learning
- Threats or physical harm to another person
- Damage to personal property or school property
- Theft
- Bringing dangerous or potentially harmful equipment to school
- Leaving school/school extracurricular activities without permission

Examples of gross misbehaviour:

- Assault on a teacher or pupil
- Serious theft
- Serious damage to personal property or school property
- Carrying drugs, alcohol, cigarettes
- Serious bullying - Continuous repeated aggression: physical, verbal or emotional conducted by an individual or group against another or others:
 - **PHYSICAL:** includes pushing, shoving, punching, kicking, poking, tripping etc.
 - **VERBAL:** name calling which hurts, insults or humiliates
 - **EMOTIONAL:** threats or persistent hurtful remarks regarding physical appearance, dress, academic progress, race, culture and ability or disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by helping students (in ways appropriate to their age and development)

- to learn that their behaviour is unacceptable
- to recognise the effect of their actions and behaviour on others
- to understand that they have choices about their own behaviour and that all choices have consequences
- to learn to take responsibility for their behaviour

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe

The use of sanctions or consequences should be characterised by certain features:

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to prevent future sanctions
- Group punishment should be avoided if possible to avoid creating resentment within the class
- There should be a clear distinction between minor and major offences
- **The focus should be on the behaviour rather than the person.**

The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour. This list is by no means exhaustive. The aim of any sanction is to prevent the behaviour occurring again.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class

4. Misbehaviour may be recorded in the Discipline Book
5. Prescribing extra work/writing out the story of what happened
6. Loss of privileges
7. Teacher communication with parents
8. Referral to Principal
9. Principal communication with parents
10. 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)

Sanctions should relate as closely as possible to the behaviour. Therefore a child who does not do his work in class or has not completed his homework may be required to complete the work at home. Pupils will not be deprived of engagement in a curricular subject, except on the grounds of Health & Safety. Pupils will be helped to devise strategies supporting good behaviour.

Suspension and 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 email letter depending on the circumstances.

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

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. Records of previous misbehaviours, their pattern and context, sanctions, other interventions used and their outcomes and any relevant medical information will be considered. 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 have authorised the Principal to sanction immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

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 Rules 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.

Methods of Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents are encouraged to talk to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are reviewed regularly.

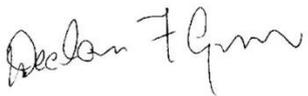
The following methods are to be used at all levels within the school:

- Informal and formal parent/teacher meetings
- Through children's homework journal (infants homework folder)
- Text a parent/Aladdin
- Letter/note/email from school to home and from home to school
- School notice board
- School website
- Newsletter

- Principal's presentation to Parents' Association A.G.M. (usually held in October each year)

Review

This policy was reviewed and ratified by the Board of Management in November 2022 and will be subject to periodic review.

Signed: 

Declan Flynn
Chairperson
Board of Management

Dated: 29th November 2022