

St. Patrick's S.N.S.,
Beau Piers,
Skerries,
Co. Dublin.
K34 X751
Tel: 01-849 0945



St. Patrick's S.N.S.
Roll Num.: 163320
Principal: Oisín McGinty
Deputy: Kim McGregor

Code of Behaviour

Introductory Statement

This policy was devised and formulated by the school community, involving Board of Management, parents and staff of St. Patrick's Senior National School, in accordance with the Rules and Regulations of the Department of Education and Skills and the Catholic Primary Schools Management Association (C.P.S.M.A.).

Ethos

St. Patrick's Senior National School is a co-educational primary school, which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. While respect is paid to all religious and/or value systems, St. Patrick's Senior National School is a Catholic school under the patronage of the Archbishop of Dublin.

Compliance with School Ethos

This policy complements the school ethos of nurturing potential in a caring environment where the welfare of children is paramount.

Aim

This policy aims to set standards of behaviour and promote good behaviour (NEWB, 2008) in school. It aims to ensure the use of a Continuum of Support when supporting children with behavioural, social and emotional difficulties (NEPS, BESD, 2011). The specific aims of this Code of Behaviour are:

- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline while recognising the differences between children and the need to accommodate these differences.
- To provide a systematic and graduated approach to responding to behaviour (NEPS, 2011; Incredible Years)
- To ensure that our systems of rules, rewards and sanctions are implemented in a fair, impartial and consistent manner.
- To assist parents and pupils in understanding the systems and procedures in our code and to seek their co-operation in their application.

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1. School Rules

- Classes commence at 8.50 o'clock until 2.30 p.m. Children are expected to be punctual. Children are not permitted to leave school grounds during school hours, and should not be on school premises when school is not in operation.
- All absences must be accounted for, a note in a pupil's homework notebook/letter to class teacher will suffice. All notes will be returned immediately and should be retained by the parent/guardian. Absences of 20 days or more must be reported to TUSLA under Rule 21 (4b) of the Educational Welfare Act 2000.
- Pupils must enter/leave the school grounds in an orderly fashion. Bicycles, skate-boards etc., may not be used on school grounds.
- Pupils may not re-enter the school building during breaks without the permission of a teacher/supervising adult.
- Any instructions/directions given by the teacher/supervising adult shall be complied with.
- Pupils should respect themselves and their peers, and show due consideration for parents, teachers, supervising adults, authorised visitors, school property and the property of others. They are encouraged to keep the school environment clean and litter free.
- Assigned homework must be completed and homework notebook signed by parent/guardian.
- In the classroom, pupils are expected to behave in a manner conducive to a pleasant and safe learning environment where respect for the group as a whole, and the individual is paramount.
- The school yard should be a place for fun and social interaction. Play which threatens the physical safety or emotional stability of others is not accepted.
- Pupils are expected to wear the following dress code as agreed by all members of the school community
 - a) Grey trousers/skirt worn with white polo shirt, navy socks, and green jumper/sweatshirt.
 - b) P.E. Days: Green school tracksuit (with school crest), runners/trainers, and no jewellery.
- The use of mobile phones during school hours is strictly forbidden.
- Make up is not to be worn by students.

Expected Behaviour

In addition to school rules children are expected:

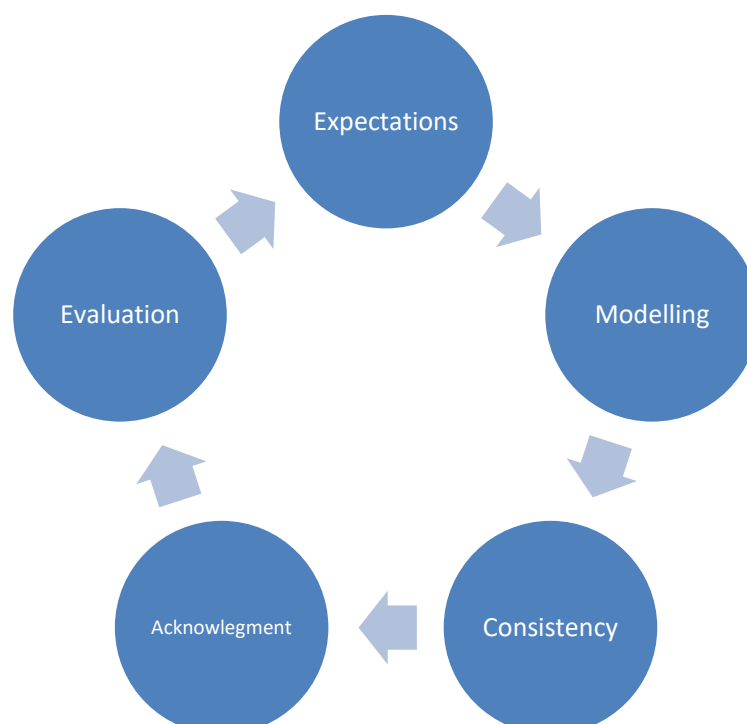
- to be honest
- to be tidy in appearance
- to acknowledge the equality of other races and creeds
- to show respect for self and others in school
- to be mannerly in reply, correctly addressing teachers
- to walk in corridors
- to recognise that each pupil deserves a share of the teacher's time.

2. Promoting Positive Behaviour

- Identify positive behaviour immediately and label what the behaviour is. Give attention, encouragement and praise delivered in a genuine manner.
- Have a clear and specific whole class and/or individual reward systems in place. Individual targets may be put in place to support a child who has difficulty maintaining a specific standard of behaviour. *NB: Caution; whole class rewards systems are often more suitable than group reward systems.*
- Students are encouraged to name and label and praise their peers when they show kind behaviour. Example: sharing, asking others to join in, appreciating others' talents and needs.
- Positive behaviour on the yard is acknowledged by teachers. When a child is caught engaging in appropriate behaviour or keeping school rules, the behaviour is named and labelled and the child is praised by the teacher.
- Children are encouraged to share "Happy News" from the yard.
- A student of the month will be selected in each class based on adherence to school rules, their behaviour towards other children and their behaviour towards teachers. They are publicly congratulated for their achievement in assembly.
- Children will be afforded the opportunity to work independently, in pairs and in groups in order to develop collaborative working skills.
- Recognise that each pupil deserves a share of the teacher's time
- Teachers are encouraged to share "Happy News" stories with parents. Example: Happy Grams can be sent home
- Teacher approval i.e. a quiet word/gesture to show approval, a comment in copy a visit to another member of staff or principal for commendation.
- Public approval i.e. a word of praise in front of a group or class, including at assembly.
- Visual Display of Excellence i.e. progress chart, stars, merit stickers, stamps.
- Delegation of some special privilege or responsibility.
- A mention to parent – either written or verbal.

Reward Systems

- Personal satisfaction
- Teacher approval
- Peer approval
- Stars/merit stickers/stamps
- Dispensation from home-work
- Visual display of excellence (e.g. progress chart)



3. Inappropriate Behaviours and Sanctions

While St. Patrick's SNS actively supports and rewards respectful behaviour, incidents of misbehaviour can still occur.

Examples of Minor Misbehaviour:

- Disruption in class
- Talking out of turn
- Avoidance of homework
- Infringement of school rules
- Name calling
- Lying
- Unruliness in corridors/school yard
- Lack of punctuality
- Negative response to correction

Examples of Serious Misbehaviour:

- Constant repetition of the above
- Physical assault of another
- Verbal abuse of a teacher/pupil
- Vandalism
- Theft
- Constant disobedience
- Cheek/defiance of teacher
- Leaving school grounds without permission
- Physical/Verbal/Emotional/Cyber bullying
- Indecent behaviour towards another
- Substance misuse

Sanctions

To facilitate the educational activities of the school, sanctions, or punishments, will have to be imposed where undesirable behaviour occurs. Misbehaviour is judged having regard to age, sensibility, and/or other relevant factors e.g. emotional distress

Strategies used are as follows:

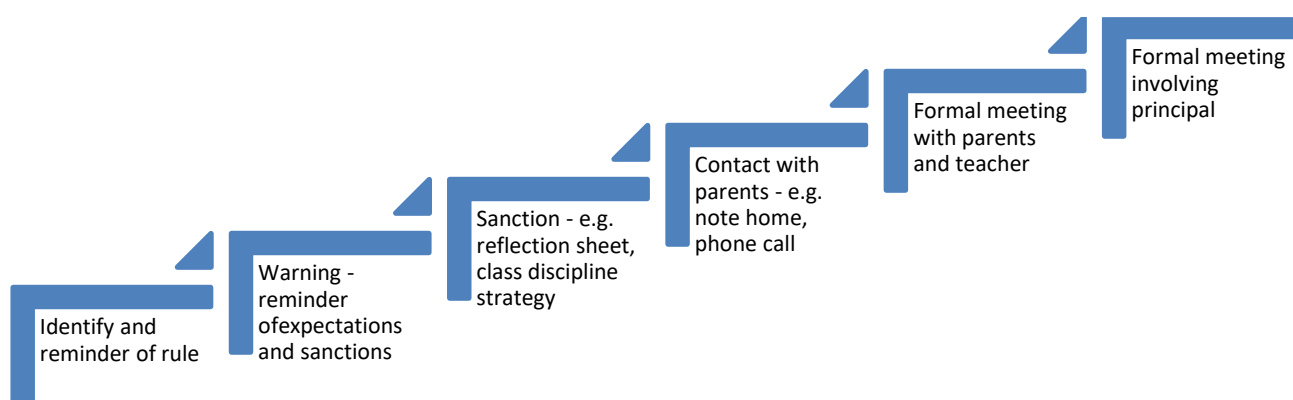
- Teacher talking to child, making him/her aware of inappropriate behaviour and its effects on others, suggesting positive ways of correct behaviour
- Verbal reprimand
- Extra assignments
- Removal from situation
- Note in homework journal to parents
- Referral to Principal
- Exclusion from school tour, following consultation with Principal
- Log kept of child's behaviour where persistent misbehaviours occur

Serious misbehaviours will involve, in addition to above:

- Instances of gross misbehaviour recorded and parents informed.
- Parents called to a meeting in the school with the Teacher/Principal, the child may be requested to attend this meeting. The purpose of this meeting is to seek a solution to the behavioural problem, with all involved parties working together.
- If misbehaviour continues, the Board of Management may become involved, with a view to suspension/expulsion.
- In situations, involving more than 1 person, in a serious breach of discipline/bullying, the following procedures will apply:

- (a) the teacher will speak to each party separately in an attempt to get all sides of the story. If a group is involved, each member will be interviewed individually and then as a group, and/or collectively. Interviews will be conducted with sensitivity and with due regard to the rights of all concerned. Pupils/persons not directly involved can also provide useful information. A written account of the incident from those involved can be informative.
 - (b) The teacher will keep a written account of these interviews. The account(s) will be stored on either Aladdin or in the pupil's individual file
 - (c) If it is determined that a serious breach of discipline has occurred:
 - (i) The parents will be informed and asked to attend a meeting with the Teacher/Principal.
 - (ii) The pupil/pupils involved may be requested to attend.
 - (iii) Appropriate sanctions will be imposed. This may involve suspension from 1 – 3 days.
 - (iv) The Board of Management will be involved.
 - (v) A reoccurrence of serious breaches of discipline/bullying may lead to expulsion.
- The Principal, in consultation with the Chairperson of the Board of Management, has the authority to suspend for one day with immediate effect.
 - Expulsion may be challenged under Section 29 of the Educational Welfare Officer, 2000 by parents/guardians.
 - The grounds for removing a suspension imposed in relation to a pupil are as follows:
 - a) The pupil and his/her parents meet with Principal
 - b) Adequate recompense be decided and agreed
 - c) The Code of Behaviour should be signed by the pupil, and re-signed by parents.
 - d) Assurance given by pupil that the Code of Behaviour will be observed, and of parent co-operation in its observance.

Steps regarding disruptive behaviour



4. Roles of the Education Partners

Role of Parent

Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline. Schools can more easily implement a policy on behaviour and discipline if they receive the active support of the parents. Parents can co-operate with school by encouraging their children to abide by the school rules, by visiting the school when requested to do so by the Principal or other members of staff, by ensuring that homework is completed in line with school policy, and that the child uses the correct dress code. Please communicate regularly with the school about factors likely to affect the behaviour of your child in school. Parents have a vital role to play in ensuring regular attendance in school. Lack of attendance at school will come to the attention of TUSLA.

Role of Teacher

Healthy relationships by their very nature involve fun, sharing, laughter, trust and honesty. However conflict and disharmony are equally part of relationships. Through the S.P.H.E.(Social, Personal and Health Education) programme in St. Patrick's Senior National School, teachers will endeavour to teach children how to deal with conflict by practising different techniques that focus on identifying the problem and exploring possible solutions; for example, they can learn how to compromise, apologise, to receive an apology and to forgive. In this context, children are taught to become familiar with passive, aggressive and assertive behaviour.

The Teaching staff aims for a strong sense of community within the school which involves a high level of co-operation among staff and between, staff, pupils and parents. Staff will respond promptly and firmly to any instance of unacceptable behaviour within sight or sound of them during school hours or whilst in a supervisory capacity.

Role of Principal

The overall responsibility for discipline within the school rests with the Principal. The principal will always endeavour to facilitate meetings between parents and teachers. It is the Principal's responsibility to ensure that the school's code of behaviour and discipline is administered in a manner which is consistent and fair to all pupils.

Role of the Board of Management

The Board of Management is supportive of the Principal in the application of a fair code of behaviour and discipline within the school.

Ratification, Communication, Implementation and Review

A copy of the draft Discipline Policy was made available to all members of staff and to the Board of Management. The suggestions/proposals arising were considered by the Policy Committee in finalizing this policy.

- The draft policy was subsequently reviewed and formally ratified by the Board of Management on _____.

Subsequent to BOM ratification, the policy was made available on the shared teacher drive on the school IT network to all teaching staff members. Parents were made aware of the existence and availability of the policy by means of School Newsletter and this policy is also included on the St. Patrick's Senior National School website at www.stpatssns.com

- The plan will be implemented by the teachers and SNAs supported by the Board of Management from _____.
- It will be reviewed annually.
- Review Date: _____

Signed: _____

Chairperson of the Board of Management

Date: _____

