

Ballinakill N. S.



Roll No. 17273G

Code of Behaviour Policy

Introductory Statement

This policy was drawn up in consultation with the staff, parents and Board of management of Ballinakill N. S. This policy promotes a happy and safe school environment for all pupils, teachers, staff and parents in order to ensure optimal conditions for effective teaching and learning, as outlined in our school's mission statement. It reflects the Catholic ethos of our school in line with the Schedule for Catholic Schools as set out in our School Plan

Aims;

The following aims of the Code of Behaviour for Ballinakill N. S. articulate our vision for positive relationships and behaviour in the school;

- To promote and maintain a happy and safe school environment for all pupils, teachers, staff and parents in order to ensure optimal conditions for effective teaching and learning
- To promote clarity with regard to expectations about how each member of the school community will promote positive behaviour and learning environment in the school
- To focus on affirming good behaviour and setting high expectations for standards of behaviour throughout the school
- To foster the development of relationships of trust between children, teachers, staff and parents and the wider school community
- To facilitate the education and development of every child
- To foster caring attitudes towards each member of the school community, to promote respect for diversity and allow for appropriate accommodation of difference in accordance with the equal status legislation
- To reflect that this school acknowledges that unacceptable behaviour may be linked to external factors, Positive support including active teaching of relevant skills will be provided for those children who are most vulnerable to behavioural problems
- To specify practical strategies to be employed within the school community to support high expectations of positive behaviour throughout the school, with due regard to the age of the pupils and to individual difference
- To ensure that the principle of fairness, consistency and natural justice are adhered to by all members of the school community towards each other
- To outline procedures to be followed where a child fails or refuses to observe standards of behaviour expected and set out in this code

Whole School Approach to Promoting Positive Behaviour:

This code of behaviour will provide a sound foundation for a whole-school approach to

promoting good behaviour and for responding to unacceptable behaviour on a shared understanding of what shapes the behaviour of children and positive strategies for affirming and promoting good behaviour.

Every member of the school community has a role to play in the implementation of this Code of behaviour. Emphasis is on a holistic, preventative approach which involves all partners (BOM, Staff, Parents and Pupils) in the school community in understanding, drafting and implementing the school's Code of behaviour.

The B. O. M.;

The Board of Management will ensure that the entire school community is involved in the development, implementation and review of the School Code of Behaviour. The BOM will provide a comfortable, safe learning environment conducive to supporting positive behaviour. It will support the Principal, staff and parents in implementing the Code of Behaviour by providing opportunities for;

- Staff to deepen their understanding of the factors that affect behaviour and help children to change behaviour
- Dialogue among staff about the nature of behaviour as the basis of a whole-school approach to promoting good behaviour and responding to unacceptable behaviour
- Exploring ways of helping parents to understand how they can help children to behave well and learn well at school
- Finding ways of helping children to understand their own behaviour, the reasons for it and ways they can manage their behaviour and relationships

The school's SPHE Curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting, behaving and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Principal;

Positive and supportive leadership from the principal promotes successful implementation of the Code of Behaviour across the school community. The principal will;

- Promote appositve climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for the review of the code as required

Staff;

Practical strategies for teachers to encourage and promote positive behaviour in the classroom.

- Be alert to what is going on in the classroom at all times
- Praise and reinforce positive behaviour eg. "I like the way you are/ did/ said...", use appropriate reward systems such as star charts, weekly certificates for good behaviour, promoting kindness
- Establish and clearly communicate expectations for behaviour, class routines and boundaries
- Explain the connection between a child's behaviour and its consequences eg. Removal from situation if distracting others to appropriate time-out space
- Use strategies to help children to maintain these routines and boundaries eg. Using prompt card systems for keeping children on task, use visual timetables.
- Keep children actively involved in their learning, vary teaching methodologies eg. Mixture of whole-class collaboration, group work, pair work and individual work
- Ensure smooth transition between subjects and classroom
- Enforce classroom rules promptly, consistently and equitably.

Example of classroom rules:

- Be polite, stand back, say excuse me and thank you

- Show kindness and respect, share, help others, take turns
- Listen and put up your hand to talk out
- Keep your place tidy, respect school property
- Be safe, walk while indoors

A warm and accepting classroom climate is one where children feel cared about and are encouraged to care about each other.

Practical strategies for teachers to encourage and promote positive behaviour in the yard/toilet area.

Teachers will establish and maintain consistency in terms of expectations for behaviour, routines and boundaries for children in the yard or toilet area.

Teachers will enforce rules promptly, consistently and equitably

- Children will line up and walk to and from the yard
- Children will play gently with regard to the safety of everyone in the yard

Sanctions; Children are removed to time-out space if behaviour is deemed to be unsafe or inappropriate.

Parental involvement in encouraging and promoting positive behaviour in school;

The Code of Behaviour is clearly communicated to all parents. At enrolment each parent receives a copy of the Code of Behaviour and is requested to sign to show that they have read the code and accept and support its implementation

As part of the preventative nature of the school's approach to positive behaviour, parents are informed at the earliest opportunity where their child's behaviour is deemed to be unsafe and in appropriate.

Parents are encouraged to support children to have a sense of respect for themselves and for property and to

- Ensure that children attend school regularly and punctually
- Be interested in, support and encourage the children's school work
- Be familiar with the Code of Behaviour and support its implementation
- Co-operate with teachers in instances where the child's behaviour is causing difficulties for others
- Communicate with the school in relation to any problems which may affect the child's progress/ behaviour

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.20a.m. or after the official closing times, Infants 2 pm, 1st to 6th classes 3pm.

The BOM and school community will ensure that systems are in place to acknowledge behaviour, progress and effort, through reward systems as outlined previously, under positive strategies for promoting positive behaviour in the school.

Most children behave appropriately, with the help of clear and consistent rules and routines in class and in school. Occasional minor misbehaviour will be attended to routinely and effectively through the skill of the classroom teacher.

Some children need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include;

- Referral to another teacher or adult who can work with the child

- Setting targets for behaviour and monitoring them with the child in a supportive way
- Where the child's behaviour is particularly challenging the school and parents together may engage the support of local support services such as NEPS, HSE, NCSE agencies etc.

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;

- 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 during break
- Communication with parents/guardians
- Referral to Principal
- Principal communicating with parents
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of Rules for National schools as amended by circular and Education Welfare Act 2000).

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. 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 the child's case. Aggressive, threatening or violent behaviour towards a teacher or a 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/guardians will be requested, in writing, to attend at the school to meet the Chairperson and the Principal. If the parents/guardians 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. 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.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parents/guardian may apply to have the pupil reinstated to the school. The parents/guardians 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 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.

Record Keeping;

In situations which require active intervention to assist children to improve their behaviour the class teacher will record observations on a Behaviour Record Sheet. Where incidences of misbehaviour occur in the school yard the misbehaviour will be recorded in the Yard Incidence Report Book and stored in the Principal's office. Where there is any report of bullying this will be recorded and kept in the Principal's office. All such records will be kept on file and stored securely.

*This policy was reviewed and ratified by the
Board of Management of Ballinakill N. S.
on April 9th 2019.*

Signed: _____ Chairperson BOM

Principal: _____ Principal

Date: _____

Date: _____

Date of next review; June 2025