

Scoil Mhuire na mBuachaillí,
Bóthar Mhaigh Chláir,
Maigh Nuad,
Co. Chill Dara.
Fón: 01-6293021
Faics: 01- 6293414
R-phost:
maynoothbns@yahoo.ie



St. Mary's Boys' National
School
Moyglare Road
Maynooth
Co. Kildare
Tel: 01-6293021
Fax: 01- 6293414
E-mail:
maynoothbns@yahoo.ie

Code of Behaviour

1. Introduction

Introductory Statement

The school's Code of Behaviour was reviewed and updated in 2018/2019 by a staff committee in consultation with the staff, Parent Teacher Association and the Board of Management. The policy outlines the school's practices and procedures for helping students to behave well and learn well in school. The Code of Behaviour complies with the Education (Welfare) Act 2000 in that it sets out; standards of behaviour expected in the school, the plan for promoting good behaviour, the ways in which the school responds to unacceptable behaviour, the plan for implementing the Code of Behaviour and the school's procedures for the use of suspension and expulsion.

Core Values

The Code of Behaviour is underpinned by four core values; respect, kindness, honesty and responsibility. In implementing the Code of behaviour in a consistent and sustained manner and by placing an emphasis on positive and good behaviour, the school seeks to promote these core values and embed them into daily school life. In doing this the school seeks to build an harmonious and nurturing environment that allows each member of the school community to be happy at school, experience positive relationships and develop to the fullest of their potential.

Aims

- To create a positive learning environment and facilitate the education and development of every child
- To encourage and reinforce good behaviour and self-discipline
- To promote positive self-esteem in students
- To foster the core values of respect, kindness, honesty and responsibility within the school

- To build positive relationships between staff, pupils and parents
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- To foster a sense of responsibility and self-discipline in pupils
- To create and sustain a safe and predictable school environment and minimise disruption to pupils and teachers
- To clearly communicate the school's expectations and strategies
- To encourage cooperation between home and school in the implementation of this policy

General Principles

- The school recognises the variety of differences that exist between children and the need to tolerate these differences
- It is agreed that a high standard of behaviour requires a strong sense of community, a high level of cooperation between staff members and also cooperation between staff, parents and pupils
- Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner

2. Standards of Expected Behaviour in School

The expected standards of behaviour for pupils are outlined below. Teachers apply these standards in a fair and consistent manner, taking into account the age and ability of students as they do so. The standards of behaviour are divided into sections relating to different locations/activities: general, classrooms, yard, corridors and inside the school building, school tours and excursions.

The standards set out below are a universal support, providing guidance to all children. Class teachers use class rules to provide targeted support to children at class level. From time to time children require individual support and this is generally arranged by the class teacher and support teacher in liaison with the parent/guardian and when necessary, school management.

1. General

The expectations for pupils are as follows:

- Pupils are expected to represent themselves, their class and St. Mary's BNS to the very best of their ability at all times
- Respect all members of the school community. Show manners and kindness to others.
- School uniform is to be worn on all days except on a P.E. day. The school tracksuit is to be worn for P.E. The uniform consists of navy trousers, navy v-neck with crest, pale blue shirt and a tie with plain black footwear.

- Absences must be explained by way of a note from parents/guardian
- Homework should be completed fully and to a high standard. Homework journals are to be signed by parents/guardians daily.

2. Classrooms

The expectations for pupils are as follows:

- Follow the teacher's instructions at all times
- Obey the class set of rules
- Respect yourself, other pupils and their property, teachers, SNAs and classroom visitors
- Respect school property – furniture, ICT equipment, books...etc
- Engage with the behaviour and reward systems in the classroom e.g. traffic light system, table of the week, pupil of the week...etc
- Raise your hand to get the attention of the teacher and contribute to class discussions and activities
- Match the noise level to the task at hand – follow the guidance of the teacher
- Seek the teacher's permission to leave your seat – walk in the classroom
- Come to class ready to learn – have the correct equipment, always complete homework, be ready to listen, participate, contribute and always try your best!
- Concentrate and work quietly – give others the opportunity to do the same
- Keep all areas of the classroom clean and tidy – library, toilets, storage areas...etc
- Line up quietly, quickly and carefully when leaving the classroom

3. Yard

The expectations for pupils are as follows:

- Stay within the boundaries of the yard at all times (except in the event of an accident or to use the bathroom)
- Seek teacher's permission to use the bathroom and should alert the teacher when first aid is required
- Kind hands, kind feet, kinds words – always
- Respect fellow pupils, teachers and SNAs
- If there is a problem, speak to the teacher on duty
- Walk and talk, except when taking part in an organised yard activity
- Children are encouraged to take part in yard games – follow the rota for your class
- Respect yard game equipment
- During play time, freeze at the sound of the teacher's whistle
- Listen to and obey the teacher's instructions at all times

- Include others in games and play
- Allow other children to play without interference
- Freeze when the bell rings, listen for the whistle and then walk to the class line. Senior classes wait at the white line for the teacher to signal for them to line up
- Line up quickly and quietly, in single file facing the school
- Return to the school building quietly

4. Inside and Around the School Building

The expectations for pupils are as follows:

- Walk in the school building
- Remain in single file and follow the teacher's instructions when walking in the building with a class or group
- Keep to the left-hand side in corridors, except where it is necessary to hold a bannister on the right or when instructed otherwise by the teacher
- Look where you are going at all times!
- Greet staff and visitors – abair, 'Dia duit!' (a phríomhóide, a mhúinteoir...srl) & 'Gabh mo leithscéil'
- Show manners: let adults pass, hold doors open for teachers, staff and visitors
- When required, carry out assigned tasks and return to class in a timely manner

5. Tours and Excursions – including school teams

The expectations for pupils are as follows:

- Pay attention to the teacher(s) accompanying tours
- Represent the school with integrity when travelling away from the school
- Follow the instructions of teachers and coaches involved with teams
- Show respect for visiting teams
- Show respect when visiting other schools
- Listen carefully and act responsibly

6. Other

The expectations for pupils are as follows:

- During break on a wet day, remain seated and engage in the activity set by the teacher
- Follow the routines of the school and the instructions of teachers at all times

3. Promoting Good Behaviour

Promoting good behaviour is the main goal of the Code of Discipline. The school endeavours to provide a positive environment that promotes and encourages good behaviour amongst pupils. Central to the school's approach are quality relationships between teachers and their

students. Teachers have a strong capacity to develop good relationships with students. Teachers seek to balance warmth and empathy with objectivity, professionalism, fairness and consistency in building mutually respectful relationships.

Parents play an important role in reinforcing the standards of expected behaviour and encouraging their son(s) to behave well at school. In many respects, the school relies on the support of parents to foster quality relationships between teachers and pupils, thus promoting good behaviour. Partnership between the school and parents is pivotal to the success of the school's Code of Behaviour. The school actively endeavours to involve parents in the process of affirming and celebrating children's good behaviour through class and whole school reward systems.

Strategies to Promote Positive Behaviour

The school employs a number of strategies to support teachers and pupils. These strategies can be split into three categories: universal, targeted and individual.

1. Universal Strategies

- Promotion of the core values – respect, kindness, honesty and responsibility – through the curriculum. Each class level grouping will be assigned one of the values as a theme – Junior & Senior Infants: Kindness, 1st & 2nd Classes: Honesty, 3rd & 4th Classes: Respect and 5th & 6th Classes: Responsibility. The values will also be promoted by way of displays and poster around the school. The overall aim is to develop boys' understanding of the values and embed them across all aspects of school life. The values will also be promoted by way of displays and posters around the school.
- Explicit teaching of the school rules and expected standards of behaviour
- Pupil of the Week: Every class teacher nominates one child per week to receive this award. This award is given to pupils who have behaved to a high standard in all aspects of school life.

2. Targeted Strategies

- Each class teacher operates a positive behaviour reward system that rewards children, groups and the entire class for high standards of behaviour.
- A reward system for good lining up at the end of break times.
- From time to time, targeted reward systems may be used to promote good behaviour in specific areas which are identified by staff e.g. the behaviour of a class on yard.

3. Individual Strategies

- Teachers recommend individual pupils to the principal for a commendation. The principal issues the commendation to parents by way of a postcard.
- Teachers may tailor reward systems to individual children to take account of their particular learning style e.g. where sensory disability or additional learning needs exist.

Rewarding Good Behaviour

Good behaviour is rewarded in many ways, including:

- Verbal praise and affirmation
- Affirming gestures – high-five, thumbs-up...etc
- Verbal praise to parent
- Informal note to parent
- Homework passes
- Certificates
- Additional privileges
- Responsibility
- Golden Time
- Stars, stickers or other appropriate small prizes
- Commendations

4. Responding to Unacceptable Behaviour

Despite the school's efforts to promote good behaviour and the expected standards of behaviour, inappropriate behaviour occurs. The effects of breaches of the school's behaviour policy can be wide ranging. For example, inappropriate behaviour can disrupt teaching and learning, cause distress to pupils or staff or in serious cases, threaten the safety of pupils and/or staff.

Whole-school Approach to Managing Behaviour at Class Level

To ensure consistency and uniformity there is a whole school approach to discipline issues at class level. Teachers use a visual display that is divided into 3 levels. Pupils' names are displayed on the chart and placed in the relevant level/zone accordingly (level 1 indicates that there is no issue, level 2: 'Yellow Warning', level 3: 'Red Warning' – requiring parents to be notified of the behaviour by way of a standard letter accompanied by an appropriate sanction). The theme of classroom displays may vary to match a particular class group, taking into account their age or any other considerations that are of relevance.

Additional Supports – Interventions

The school's approach to interventions – required from time to time in response to ongoing behaviour issues – is based on a 3-tiered structure as envisaged by the Continuum of Support. The levels of intervention are described below:

1. Classroom Support

Some pupils may need additional support in class to manage their behaviour and meet the expected standards of behaviour. The class teacher may use a variety of strategies to support the pupil. The class teacher co-ordinates the intervention and it is carried out within the regular classroom environment.

2. School Support

Some students 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:

- involvement of the relevant support teacher
- pastoral support involving teachers and parents/guardians
- setting targets for behaviour and monitoring them with the student in a supportive way
- behaviour contracts

3. School Support Plus

A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. Local support services may be able to assist in responding to the needs of a student with such behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Council for Special Education (including the National Behavioural Support Service), Child and Adolescent Mental Health Services. The school is cognisant of its obligations under the Equal Status Acts 2000 to 2004 with regard to making reasonable accommodation for students with disabilities.

Breaches of the Code of Behaviour

Breaches of the Code of Behaviour can be classified as minor, serious or gross misbehaviour

Examples of Minor Misbehaviour

Interrupting class work, running in the school building, not listening in class, disrupting classroom activities, distracting others, leaving assigned seat without permission, intentionally littering, not wearing the correct school uniform without good reason (i.e. note from parent), being discourteous/unmannerly towards staff or visitors, not completing homework without good reason, rough play on the yard at break time, isolated use of inappropriate language, isolated instances of name calling, not following the daily routines of the school.

This list is not exhaustive

Examples of Serious Misbehaviour

Constantly disruptive in class, back answering a teacher, persistently telling lies, stealing, damaging other pupils' property, damaging school property including graffiti, bullying, being disrespectful towards staff or visitors, persistent name calling or teasing, leaving designated boundaries during school day without appropriate permission, not working to full potential, persistent use of unacceptable language, threatening/aggressive behaviour, persistent rough

play on yard, deliberately injuring a fellow pupil, spitting at or biting another pupil, non-cooperation with teachers and/or SNAs.

This list is not exhaustive

Examples of Gross Misbehaviour

Destruction of/setting fire to school property, leaving the school grounds without appropriate permission, interfering with fire safety equipment, bringing weapons to school, violence towards a staff member, repeated or severely aggressive or threatening behaviour towards a teacher or another pupil, instances of severe bullying, repeated instances of bullying, repeatedly deliberately injuring other pupils, persistent or repeated serious breaches of the Code of Behaviour and failure to cooperate with the interventions of the school.

This list is not exhaustive

Bullying and Harassment

Bullying is unacceptable behaviour and is prohibited. It is deemed to be, at the very least, a serious breach of the Code of Behaviour. This Code of Behaviour sets out the sanctions that the school will apply where bullying has occurred. The Code of Behaviour supports the school's Anti-bullying Policy in this regard.

Sanctions

The objective of a sanction is to help the student to learn.

Sanctions bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they are responsible for their own behaviour and that all choices have consequences
- helping them 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

Sanctions are used as part of the wider plan to help students learn in school and should:

- defuse and not escalate situations
- be applied in a fair and consistent manner
- be administered in a timely fashion

- be proportionate and appropriate

Students with Special Educational Needs

As in the case of any student, sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour. Particular care is taken to help students with special educational needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. Due regard is given to the appropriateness of sanctions. School and classroom practices that support good learning behaviour are valid for all students, including those with special educational needs.

Sanctions for Minor, Serious and Gross Misbehaviour

The following lists are not exhaustive. Teachers use their professional judgement in the application of sanctions.

Sanctions for minor misbehaviour include:

- Eye contact & non-verbal cues from the teacher
- Verbal reminders
- Reasoning with pupil
- Verbal reprimand
- Final verbal warning
- Yellow Warning (as per whole-school approach)
- Complete incomplete class work at home. Such work will have been incomplete due to poor behaviour in class.
- Change of seating arrangement
- Time-out of class activities*
- Persistent minor misbehaviour will result in a Red Warning and a standard note being issued to be signed by parents and returned

Sanctions for serious misbehaviour

- Immediate Red Warning – standard note issued to parents, to be signed and returned
- Additional work – letter of apology, reflection sheet...etc as appropriate
- Time out from class activities*
- Removal of the pupil to another class for an appropriate period of time as agreed between teachers of a class level*
- A pupil's seating arrangement may be changed e.g. moved to a new group or closer to the teacher's table. In certain situations, a pupil may be temporarily seated alone.
- Withdrawal of privileges
- Referral to principal/deputy principal - notice of this is issued to parents by the principal/deputy
- Teacher meeting with parents
- Behaviour monitoring (This is done by the teacher and follows a meeting with parents – teacher monitors behaviour at intervals throughout the day for an agreed period of time e.g. 1 week, report sent home nightly for parent review and signature)
- Suspension

* Temporarily removing a student from an activity or the classroom may be appropriate in the interests of classroom management to ensure the learning of other students and to help the

pupil to recognise and learn about the impact and consequences of their behaviour. A pupil will not be consistently denied access to a particular part of the curriculum as a general sanction.

Sanctions for gross misbehaviour

- Referral to principal/deputy principal - notice of this is issued to parents by the principal/deputy principal (in certain circumstances, this may be done by way of a phone call)
- Principal/deputy principal meeting with parents (this meeting may include the pupil's teacher also)
- Removal of the pupil to a supervised location in the school
- Letter of apology
- Loss of privileges (including Sports Day & annual school tour)
- Extended behaviour monitoring
- Suspension
- Expulsion

Arrangements for Responding to Misbehaviour on Yard

The environment of the yard differs greatly to that of the classroom, in that it is largely unstructured. Due to the different environment, higher teacher-pupil ratio and the necessity for the teacher to be actively engaged in supervising children as they play, a separate system for dealing with misbehaviour is utilised. Measures to manage behaviour on the yard, including time out from yard activities, are applied to misbehaviour in the yard only and are not used as sanctions for poor behaviour in the classroom. In general, the supervising teacher administers sanctions for minor misbehaviour. Serious misbehaviour during play is generally dealt with by the supervising teacher and the class teacher but the principal/deputy principal may be involved if necessary. Gross misbehaviour is dealt with by the supervising teacher, class teacher and principal/deputy principal.

Sanctions for minor misbehaviour on yard

- Eye contact & non-verbal cues from the teacher
- Verbal reminders
- Reasoning with pupil
- Verbal reprimand
- Yellow Card (Yard Warning 1)
- Name recorded in the Yard Book and short time-out (Supervising teacher informs class teacher at the end of break)
- Persistent minor misbehaviour will result in additional time-outs from play

Sanctions for serious misbehaviour on yard

- Red Card, name recorded and time out from yard for the remainder of break
- Standard note issued to parents by the class teacher following consultation with the supervising teacher
- Completion of reflection sheet or letter of apology.
- Withdrawal of privileges by class teacher
- Referral to the principal/deputy principal - notice of this is issued to parents by the principal/deputy
- Teacher meeting with parents
- Behaviour monitoring – if appropriate
- Suspension

Sanctions for gross misbehaviour on yard

- Immediate removal of the pupil from yard activities
- Referral to principal/deputy principal - notice of this is issued to parents by the principal/deputy principal
- Principal/deputy principal meeting with parents (this meeting may include the pupil's teacher also)
- Letter of apology
- Loss of privileges (including Sports Day & annual school tour)
- Extended behaviour monitoring – if appropriate
- Suspension
- Expulsion

Misbehaviour Outside School

The standards and rules in the school's Code of Behaviour apply in any situation where a pupil is the responsibility of the school. This includes school tours, at games and extra-curricular or co-curricular activities or attendance at events organised by the school.

In circumstances, where a pupil is alleged to have engaged in serious or gross misbehaviour when they are not under the care or responsibility of the school but where there is a clear connection with the school and a demonstrable impact on its work, the Code of Behaviour may be applied.

5. Implementing the Code of Behaviour

The new Code of Behaviour will be communicated to parents by email. It will be on the school website and available upon request from the school office. New parents to the school will be provided with a copy of the Code.

The expected standards will be explicitly taught to pupils. The core values of the Code will be promoted throughout the school years and pupils will engage in activities relating to the core values.

Behaviour will be monitored by teachers and the principal and deputy principal. Teachers will use the procedures set out in Section 4 of this policy to monitor behaviour in class, on yard and in all other circumstances relating to the school.

Complaints regarding the implementation of the Code of Behaviour should be made in line with the school's Parental Complaints Procedure. The school's approach is to resolve complaints as early as possible and as close as possible to the origin of the problem. Following the exhaustion of informal channels, complaints may be made to the Board of Management. In circumstances, where a pupil has been suspended or permanently excluded, parents may have recourse to the appeals process set out in Section 29, Education Act 1998.

6. Procedures for Suspension and Expulsion

Suspension

In the event of repeated serious misbehaviour or an incident of gross misbehaviour the Principal will request a meeting with the parents. If warranted, the Principal reserves the right to suspend the pupil for 3 days initially. This power of suspension is delegated to the principal by the school Board of Management.

If a suspension longer than three days is proposed by the Principal, the matter will, ordinarily, be referred to the Board of Management for consideration and approval. However, the Board of Management authorises the Principal, subject to the approval of the Chairperson, to impose a suspension of 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

A meeting of the BOM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

Before serious sanctions such suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal, by letter or both 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 teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, parents will be requested to attend at the school to meet 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 authorises the Chairperson or Principal to sanction an immediate suspension for a period not exceeding five school days, pending a discussion of the matter with the parents.

In accordance with Education (Welfare) Act 2000, s.21(4)(a), the Education Welfare Officer will be notified of pupils suspended for periods of 6 days or more.

Expulsion may be considered in extreme cases, in accordance with the Rule for National Schools and the Education Welfare Act 2000. In such cases, the procedures set out in Ch. 12, Developing a Code of Behaviour: Guidelines for Schools will be followed.

Before expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Ratified by the Board of Management on 23rd March 2020

Signed:



Daniel Kirwan
Principal



Manus McCarron
Chairperson to the Board of Management