

Code of Behaviour

Introduction

Good behaviour is based on good relations between parents/guardians, child and school.

In ***St. Pius X BNS***, we hope 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. 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.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, 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
- 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-discipline 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
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are known through an ethos of open communication between home and school.
- To encourage the involvement of both home and school in the implementation of this policy

Responsibility of Adults

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.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote positive behaviour, through example, honesty and courtesy
- 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, ability and disability
- Show appreciation of the efforts and contribution of all

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

School Rules

1. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect for other students and their learning
4. We are kind and willing to help others
5. We follow instructions from staff immediately
6. We walk quietly in the school building
7. We show courtesy and good manners
8. We try to use respectful ways of resolving difficulties and conflict
9. We ask permission to leave the classroom/school/yard
10. We do our best in class
11. We take responsibility for our own work
12. We wear the appropriate uniform.
13. We follow our Healthy Eating Policy.

Class Rules

At the beginning of each academic year, the class teacher will discuss class rules with the children. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour. Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Incentives/Reward System

Part of the vision of **St. Pius X BNS**, is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward systems seek to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised 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 work.

The following are some examples of how praise is given:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- A 'Bualadh Bos' in class
- Pupil of the term awards (certificate awarded during Assembly)
- Individual class reward system (at the discretion of individual teachers)
- School attendance rewards (certificates)

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All daily instances of a minor nature are dealt with by the class teacher, or the supervising 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.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members will facilitate a meeting which can be arranged through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Sanctions

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour recurring and if necessary, to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve (from other class teachers or principal where applicable)
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Detention during break (time out from yard including standing out at the wall)
7. Communication with parents (written or verbal)
8. Referral to Principal
9. Principal communicating with parents
10. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 (as amended by Circular 7/88) of the Rules for National Schools and Education Welfare Act 2000)

Usually sanctions will relate as closely as possible to the 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 letter depending on the circumstances.

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

Suspension Procedures

- Cases of persistent serious or gross misbehaviour will be brought to the principal's attention and parents will be requested to attend a meeting to discuss.
- If there is no significant improvement in behaviour, The Board of Management will be consulted.

- For repeated instances of serious or gross misbehaviour, the child may be suspended by the Board of Management in accordance with the terms of the rules of National Schools and/or referred for further help. E.g. the HSE/NEPS/Gardaí.

Expulsion Procedures

The Board of Management has the authority to expel a pupil. Expulsion of a pupil may be imposed in cases of gross misbehaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil as suggested in 'Developing a Code of Behaviour' Guidelines for Schools. (NEWB, 12.2.P.80)

Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place where deemed necessary. These will involve consultation with parents and relevant school personnel under the guidance of the NEPS psychologist if and as appropriate.

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

Monitoring of the policy

This policy has been drawn up in consultation with teachers, parents and the Board of Management of **St. Pius X BNS**. This policy will be ratified by the B.O.M of **St. Pius X BNS** at a meeting held on Monday 13th of June 2016.

This policy was reviewed by a representative group of the teaching staff of **St. Pius X BNS** in May 2016 in light of Circular 0065/2011 'Child Protection Procedures for Primary and Post – Primary Schools'.

Review of the Policy

This policy was reviewed by the staff and ratified by the Board of Management on 11th February 2019

Reviewed 11/02/2019