

# Monaleen National School

## Code of Behaviour

### Introductory Statement

Monaleen National School's Code of Behaviour is the result of the ongoing consultation and collaboration between the Principal/Deputy Principal, staff, parents, and Board of Management. It was reviewed and re-formulated in April 2009 and March 2011 in the light of "Developing a Code of Behaviour – Guidelines for Schools", issued by the National Educational Welfare Board (NEWB). In March 2014 it was revisited in light of the recommendations in the Anti-Bullying Procedures issued by the Department of Education in September 2013. In drawing up the Code, consideration has been given to the particular needs and the circumstances of the school and our pupils.

### Rationale

The Board of Management of Monaleen National School School decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008. It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school. It details in Section 23(2), that the Code of Behaviour shall specify:

- A. The standards of behaviour that shall be observed by each student attending the school;
- B. The measures that shall be taken when a student fails or refuses to observe those Standards;
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned;
- D. The grounds for removing a suspension imposed in relation to a student;
- E. The procedures to be followed in relation to a child's absence from school.

On-going monitoring of the policy and implementation of the policy will be done by the staff, the management and the parents.

### Relationship to Characteristic spirit of the school

Our Code of Behaviour relates to the mission statement of Monaleen N.S. It helps to nurture a caring environment in which each child can develop his/her full potential and grow in the knowledge that his/her individual talents are nurtured and valued. It also promotes the development of personal, moral and civic responsibility which is central to all of our policy making. The school climate and atmosphere are created by the actions and

behavior of everyone in the school. The code is most effective where there is a high level of openness and co-operation between staff, parents and pupils. Every member of the school community has a role to play in the implementation of the Code of Behaviour.

## **Aims**

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be;

- To ensure an educational environment that is guided by our vision statement.
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To ensure the safety and well-being of all members of the school community;
- To assist the parents and children in understanding the systems and procedures that form part of the Code and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

## **General guidelines for behaviour in the school**

1. Each pupil is expected to be well behaved and to show consideration for other children and adults and to adhere to classroom and playground rules. Bullying will not be tolerated (c/f Anti-Bullying Policy).
2. Each pupil is expected to show respect for the property of the school, other children's and their own belongings.

3. Each pupil is expected to attend school on a regular basis and to be punctual, wearing the correct school uniform.
4. Each pupil is expected to do his/her best both in school and for homework.

## **Expectations for pupils, staff and parents and how they will treat each other.**

### **Pupils**

Pupils can expect to:

- Be treated fairly, consistently and with respect;
- Have their individual differences recognised and acknowledged, when and if possible;
- To feel safe, respected and secure;
- Have positive behaviour affirmed and reaffirmed;
- Have misbehaviour dealt with appropriately.

Pupils are ***expected*** to:

- attend school regularly and punctually;
- wear a neat school uniform;
- work quietly and safely to the best of their ability at all times;
- respect the right of others pupils to learn;
- show respect for all members of the school community;
- respect school property, the property of others and their own belongings;
- keep the school environment clean and tidy;
- have the correct books and materials in school;
- follow class rules;
- move quietly and carefully around the school;
- line up in an orderly manner before and after break;
- stay on the premises and within designated areas during school times;
- do their homework to the best of their ability.

### **Staff**

Staff can expect to:

- be treated with respect
- teach in a well maintained physical environment relatively free from disruption;

- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives;
- be listened to and participate in decision making which affects their own work and that of the school in general;
- work in an atmosphere that encourages professional development;
- get support and professional advice from the Board of Management, Department of Education and Skills, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils;
- have grievances dealt with according to agreed procedures as set out in the CPSMA handbook.

Staff are **expected** to:

- support and implement the school's Code of Behaviour;
- be cognisant of their duty of care;
- create a safe, welcoming atmosphere for their pupils;
- develop and nurture a sense of self-esteem in each pupil;
- praise desirable behaviour;
- facilitate pupils to reach their full academic potential;
- recognise and provide for individual differences as far as is reasonable;
- be courteous, consistent and fair;
- keep opportunities for disruption to a minimum;
- keep record of serious misbehaviour or repeated instances of misbehaviour;
- provide support for colleagues.

## **Parents**

Parents can expect to:

- be treated with respect;
- have a safe and welcoming environment for their child;
- obtain recognition for individual differences among pupils having due regard for the resources that are available;
- have fair and consistent procedures applied to the school's dealings with pupils;
- receive progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)
- receive information on school's policies and procedures.

Parents are **expected** to:

- ensure that their children attend school regularly and on time and that they are collected from school on time;
- encourage their children to follow the school's Code of Behaviour;
- ensure their children wear the school uniform;
- ensure their children have the correct books and materials;
- have their children's belongings labelled;

- read written communication received from the school and respond appropriately;
- report to the office if calling to the school during the day for any reason;
- make an appointment before-hand if they need to see a teacher;
- to treat all member so the school community with respect;
- to provide a letter for all absenteeism (see Section 9);
- inform class teacher of any change to collection procedure for their children;
- help their children to learn and practise good behaviour and to have a positive attitude towards themselves, other people and towards the school;
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
- communicate to the school problems which may affect their child's behaviour;
- attend meetings at the school if requested;
- help their children with their homework and ensure it is completed.

### **Whole school approach in promoting positive behaviour**

Monaleen N.S. recognises the importance of taking a whole school approach to the promotion of positive behaviour. The B.O.M of Monaleen N.S. and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organized in school or out-of-school activity. Senior students have a role to play and parents or other members of the school community may make comments or suggestions through the Parents Association or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during **all** school related activities. It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom. 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 and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. To facilitate new members of staff become familiar with practices within the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September. A copy of the code will be available to both parent and teachers on the school website. The code will also be given to parents whenever they enrol a child in the school and upon ratification of any amendments to the policy. This needs to be signed and returned to the school and is viewed as confirmation that parents and children agree to abide by this Code of Behaviour.

## **Classroom Rules**

The following “ground rules” have been set down for our school in order to achieve a happy, healthy & safe working environment, where a sense of mutual respect is fostered and a positive atmosphere is set for learning.

1. All instructions/directions given by the Principal, class teacher/supervising teacher/ substitute teacher and /or responsible adult/ classroom assistant are to be obeyed.
  
2. Good behaviour is expected at all times. Any form of behaviour that interferes with the rights of others to learn and feel safe is unacceptable. Threatening behaviour will not be tolerated.
  
3. The school uniform must be worn correctly. The school tracksuit is worn by all children from N1- Rang 1 inclusive. From Rang 2 – Rang 6 the school tracksuit is worn on P.E. days, swimming days, match days and training days.
  
4. (a) Children should be on time for school and assemble in the schoolyard when the bell rings at 9am. On wet days children will assemble in the hall.  
(b) Pupils should answer the bell promptly and line up in an orderly manner in the mornings and at the end of breaks.
  
- 5 (a) On dry days, pupils will play in the area designated to their class.  
  
(b) On days when the grass is wet, in the interest of safety, pupils will walk and talk on the tarmacadamed area allocated to them.  
  
(c) On wet days, pupils remain indoors in their classrooms, where they must remain seated unless given permission to do otherwise by the supervising teacher or responsible adult.
  
6. While acknowledging the usefulness and necessity of mobile phones in everyday life, children must keep them turned off and in their schoolbags until the end of the school day. They may not bring them out into the playground until the end of the school day. They may not bring them out into the playground at lunchtimes or send / receive text messages until after school hour.

The class teacher discusses the class rules with the children at the start of every term. The children are enabled to understand why “ground rules” are necessary for a happy, healthy & safe working environment. The class rules are displayed in the classroom and the class teacher refers to them frequently during the course of the year so as to remind the children of how they are expected to behave.

### **Playground**

1. Children must show respect to the supervising teacher, S.N.A. and each other at all times. Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing and name calling is forbidden. Games or activities considered to be dangerous shall be prohibited.
2. Children must enter and exit the building in an orderly fashion (one behind each other beside the wall) using their assigned door.
3. Running is not permitted in the school corridors.
4. Children must stay in their designated play areas.
5. Children must obey the bell system in the school:
  - a. One bell -children are allowed to play on the grass. They bring a ball, cones, skipping ropes out with them into the yard.
  - b. Three bells -children are asked to “walk and talk” in the yard. They are not permitted on the grass. (Sixth classes are permitted a ball when there are three bells).
  - c. Five bells –children stay in their classrooms. (c/f Classroom Rules).
6. Pupils are not permitted to re-enter the school building without permission.
7. When the bell goes to mark the end of SOS/LÓN children answer the bell by walking promptly to their lines. They must line up quietly and in an orderly fashion.
8. Children are to use the toilets in the halls during SOS/LÓN times. They are not permitted to go to their classroom toilet.
9. Children must keep the yard litter free (c/f Classroom Rules).

## Rewards and Sanctions

### Reward System

Promoting good behaviour is the main goal of our schools Code of Behaviour. The school management and staff actively foster the school's ethos, policies and practices in order to promote positive behaviour and prevent inappropriate behaviour. Our school publically recognises and acknowledges good behaviour. Positive strategies include;

- Positive notes about a child's behaviour written in school journal
- Helping students themselves to recognise and affirm good learning behaviour
- Recognising and giving positive feedback about behaviour
- Student of the week system in place.
- Golden time, star charts, ticket draw etc.
- Public acknowledgement at school assemblies of classes that make the best effort at adhering to playground/lunchtime rules.

### Sanctions

Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

#### ***Sanctions are appropriate***

They should be appropriate to the age and developmental stage of the student and take account of the cultural background of the student. Sanctions should be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a child with special educational needs). In order to comply with equality legislation, sanctions must not be used in a manner that discriminates against particular students or groups of students and schools should be aware that some sanctions might impact disproportionately on particular groups.



Sanctions in our school include the following:

- Verbal reprimand.
- Removal from the group (in class).
- Withdrawal of privileges.
- Withdrawal from the particular lesson or peer group.
- Carrying out a useful task in the school.
- Note home.
- Referral to School Principal.
- Extra written work.
- Formal report to the Chairperson of the Board of Management.
- Child can be requested to write out relevant school rule and get it signed by parent.
- Internal Suspension

As part of the whole-school approach, school staff has an agreed ladder of intervention in response to inappropriate behaviour. This allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour. The steps are;

1. Child will be given relevant school rule to write out 5 times and get signed by parents. A teacher may decide at his/her discretion to impose a lunch time detention if deemed appropriate.
2. The child is placed on lunch time detention for one day. Parents/guardians are informed in writing.
3. If a child is placed on detention 3 times over a two week period, the child is referred to the Principal. Parents/guardians are informed in writing.
4. If this behaviour continues the child's parents/guardians are sent for.
5. Internal suspension for up to 3 days. Parents/guardians are informed in writing. Class work will be given by class teacher for this period.

## **Suspension**

Suspension -This procedure is used in the case of very serious misbehaviour and or health & safety grounds

(a) If stage 4 is exhausted or there is a single incident of very serious misbehaviour the Principal requests a meeting with the parents. If considered 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 Chairperson of the Board of Management.

(b) In certain circumstances the Principal, with the approval of the the Chairperson of the Board of Management, may suspend a pupil for 5 school days.

(c) A meeting between the School Principal and the Chairperson of the Board of Management may authorize further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000

### **Appeals**

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

### **Expulsion**

Expulsion - This procedure may be considered in an extreme case, in accordance with Section 23 of The Education Welfare Act 2000.

### **Grounds for expulsion**

1. Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
2. Continued presence of pupil constitutes a real and significant threat to safety.
3. Pupil responsible for serious damage to property.

### **Automatic expulsion**

School management may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault.
2. Possession of illegal drugs in the school.
3. Supplying illegal drugs to other pupils in the school.
4. Actual violence or physical assault.
5. Serious threat of violence against another pupil or member of staff.

### **Procedures in respect of expulsion**

1. Detailed investigation by School Principal.
2. Recommendation by Principal to the Chairperson of the Board of Management.
3. The Chairperson of the Board of Management considers Principal's recommendation and holds hearing
4. The Chairperson of the Board of Management decides if expulsion is appropriate. If expulsion is deemed appropriate, the Chairperson will propose a date, which will allow a 20 day cooling off period.
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal.
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998.
7. Education Welfare Officer arranges consultations.
8. Confirmation of decision to expel.

## **Levels of intervention**

### **Support for all**

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

### **Additional support for some students**

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:

- Referral to another teacher or adult who can work with the student.
- Involving the Pastoral Care team.
- Setting targets for behaviour and monitoring them with the student in a supportive way.
- Behaviour contracts.

### **Specialised support for a small minority of students**

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. The Principal and staff should build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services. Schools must be cognisant of their obligations under the *Equal Status Acts 2000 to 2004* with regard to making reasonable accommodation for students with disabilities.

## **Conclusion**

The essence of our Code of Behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self discipline.

## **Roles and Responsibilities**

The school staff, under the direction of the Principal will implement and monitor this policy.

## **Review, Ratification and Communication**

This Code of Behaviour was presented to the the Chairperson of the Board of Management for ratification in April 2014. It will be reviewed every three years or as the need arises.

Dr. Patrick Connolly (Chairperson Board of Management)

I, \_\_\_\_\_ have read this Code of Behaviour and agree to always behave according to the code.

Signed: \_\_\_\_\_ (student)

\_\_\_\_\_ (parent)

## **Reference to other school policies**

SPHE Policy

[Anti-bullying Policy](#)

Enrolment Policy

Health & Safety Policy

Special Educational Needs Policy

Homework Policy

Supervision Policy

Mobile phone Policy

Uniform Policy