

Code of Behaviour

1. Respect for others and for the school property forms the basis of our Code of Behaviour. Pupils should behave with courtesy and good manners towards all other members of the school community.
2. Once the child enters the school premises at 08:50am, he/she may not leave again without permission. If a parent/guardian wishes a child to leave during school hours it is essential that the class teacher receives such a request in writing.
3. During playtime pupils are expected to behave in a manner which will not hurt themselves or another child or cause damage to school property.
4. All children are expected to line up and walk into class in an orderly fashion at the end of playtime.

Strategies for Promoting Positive Behaviour

Whole School Systems

- Supervision is a key element in ensuring our school is a safe and secure environment for teaching and learning. Our supervision policy outlines our expectations and systems with regard to supervision before, during and when leaving school
- Modelling of good behaviour; 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. Adult example has an important influence on the children and should demonstrate best behaviour
- Weekly assembly will regularly be used to teach and reinforce the school rules and expectations around behaviour. Incidents, both positive and negative, may be discussed to outline these expectations. Good and improved behaviour will be recognised with rewards such as 'Star Pupil' and praise.
- The pupils play in designated zones at breaktime and lunchtime. Games will be organised as much as possible to keep children active and involved.
- The Administrative policies contained in our Whole School Plan ensure our school runs in an orderly and safe manner.
- Pupils are encouraged to take responsibility for the effective running of our school by becoming members of our Student Council and our Green School Committee.
- The Special Education team will use behavioural management programmes to support and reinforce the expected standards of behaviour
- Parents will be included in the review of our Code of Behaviour and will be encouraged to promote positive behaviour

Curriculum

- Pupils will learn about behaviour, responsibilities and consequences through the SPHE curriculum and Religious Education.
- Circle Time, Physical Education and Drama will develop skills associated with good behaviour and respect.
- The Copping On, Transition, Bubblegum Guy, S.A.L.T., Keep Cool and Prim-Ed Self Esteem programmes will be used to promote positive behaviour

Classroom

- Pupils will be involved in the preparation of the classroom rules.
- Each classroom will have clear and age appropriate rules and routines.
- Rewards for good behaviour will be available to the pupils and should be closely linked to the positive behaviour displayed.
- Pupils will have opportunities for independent work and to participate in group work.

School Rules for Good Behaviour

A. Respect for self

- Be the best that you can be
- Be on time
- Be aware of personal cleanliness, take care of your body and never harm yourself
- Be honest and truthful
- Use your talents and participate positively
- Do your homework to the best of your ability
- Eat healthily
- Partake in school sports as best you can
- Wear the correct school uniform neatly

B. Respect for Others

- Be kind, and show respect to everyone
- Display good manners
- Take turns in learning and play
- Behave well in class so everyone can learn and the teacher can teach
- Bullying is unacceptable
- Listen to others and speak with respect. Bad language is unacceptable
- Play fairly and be gentle
- Don't embarrass others
- Respect difference

C. Respect for Property

- Take care of your own property and the property of others
- Take care of the school building and property
- Keep our school clean and tidy
- Ask before using something that's not yours and return it in the condition you received it
- Stealing is unacceptable

School Rules for Health and Safety

- Cyclists must dismount and walk when entering or leaving the school grounds
- Chewing gum is not allowed in the school or grounds
- Mobile Phones should not be brought to school. If a phone is confiscated by a teacher, it will have to be collected by a parent from the Principal
- The wearing of jewellery, including chains, earrings, bracelets, rings etc. is not allowed. A watch is permissible
- Children must play safely in designated areas and should not re-enter the school building without permission
- Line up in an orderly manner on arrival at school, after breaks and before leaving the school at the end of the day. Children should not enter the school building without permission

Rewards/Incentives

- Praise and positive feedback for good behaviour and achievements
- Star Pupil Award: each class level is awarded a prize at assembly every fortnight. These prizes can be given for good behaviour or improved behaviour
- A visit to another member of staff or to the Principal for commendation

- Positive feedback on behaviour to parents
- Class teachers will use age appropriate reward systems at their own discretion e.g. golden time, small prizes, homework voucher, extra privileges, delegating special responsibility or privilege, stamps

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. Sanctions will apply for repeated minor misbehaviours or any serious misbehaviour. Examples of some of the sanctions are listed in the next section. 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.

The categorisation of any offence as a minor, serious or gross misbehaviour is at the discretion of Principal and the Board of Management.

The standards outlined in the Code of Behaviour apply in all situations where pupils remain the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips, after school games or any event where the school have organised the activity.

Examples of minor misbehaviour

- Interrupting class work
- Arriving late for school
- Leaving assigned seat without permission
- Leaving litter around the school
- Not wearing the correct school uniform
- Being unmannerly including using bad language
- Not completing homework without good reason/not having homework signed by a parent

Examples of serious misbehaviour

- Behaviour that is hurtful (inc. bullying, harassment, discrimination, victimisation)
- Verbal abuse of a pupil, visitor or staff member
- Threats or physical hurt to another person
- Minor damage to property
- Petty theft
- Leaving the school without permission

Examples of gross misbehaviour

- Physical assault on any person or pupil
- Serious theft
- Serious damage to property

Pupils with Special/Behavioural/Emotional Needs

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in the application of the Code.

Teaching the rules to children with SEN and helping them understand behaviour and its consequences will be a main focus of teacher's work.

Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the

child to improve his behaviour. This may involve working and co-operating with a Special Needs Assistant, and/or agreeing a behaviour plan or IEP. Support services such as NEPS, the SENO and the SESS may be involved in this context.

Strategies for Dealing with Unacceptable Behaviour

A Problem Solving Approach will be used to discuss incidents of misbehaviour as a means to providing understanding and alternatives for the future. The process of dealing with poor behaviour will lead from –Teacher – Principal - Parents - BOM - Other Agencies. Sanctions are applied in a respectful manner with the emphasis on helping children to understand the consequences of their behaviour and to take responsibility for the behaviour. Sanctions are used as consistently as possible by all teachers. When teachers are in doubt as to the appropriateness of a sanction, they will consult with colleagues and the Principal. Group sanctions will be avoided where possible. Sanctions are proportionate to the nature and seriousness of the behaviour. Teachers will investigate incidents of misbehaviour to clarify factors such as intent, provocation, the child’s understanding of the misbehaviour and its consequences.

Sanctions

The choice of sanction to be imposed will be determined by the seriousness and frequency of the incident and the age of the child. This is not an exhaustive list but will be the predominant forms of sanctions used.

Level 1	Verbal reasoning and/or reprimand
	Changing seating arrangement
	Children assigned particular tasks or projects relevant to the misbehaviour
Level 2	Withdrawal of privileges
	Confiscation of any dangerous or banned items
	Extra school or homework
Level 3	Supervised detention (lunchtime or break time)
	Withdrawal from the lesson or peer group
	Completion of a Pupil Reflection Form
	Referral to Principal
	Informing parents
	Suspension and Expulsion may be used as a sanction for Gross Misdemeanours.