

Scoil Teampall Toinne,
Béal Átha Póirín,
Co. Thiobraid Árann.

Alias

Ballyporeen NS

Code of Conduct/Behaviour

Our School Motto is: ***'Kind Hands, Kind Feet, Kind Words, Kind Actions'***

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

In *Scoil Teampall Toinne*, we hope to foster this ideal in co-operation with our 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.

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 widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- 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.
- To discourage physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet, Kind Actions*'.

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

Teachers

All teachers in the school are members of the Teaching Council and are obliged to follow the 'Code of Professional Conduct for Teachers' published in the Teaching Council in accordance with Section 7 (2) (b) of the Teaching Council Act, 2001 and available on the Teaching Council website.

Guardians

Guardians can help by:

- Becoming familiar with the Code of Behaviour and supporting its implementation.

- Ensuring children attend regularly and punctually and in full compliance with the school dress code.
- Encouraging their children to follow the school rules and reporting any incidents of bullying to their teacher.
- Co-operating with teachers in circumstances where the child's behaviour is causing difficulties for others.
- Communicating with the school in relation to any problems, which may affect child's progress/behaviour.
- Being interested in, supporting, encouraging the children's schoolwork, and ensuring the completion of homework.
- Following the complaints procedures if they wish to make a complaint.
- Attending Parent/Teacher meetings.
- Informing the school in writing/via Aladdin if the child is absent.

School Rules

'Kind Hands, Kind Feet, Kind Words, Kind Actions'

These are our Golden Rules:

Respect

- We show respect for ourselves and others
- We show respect for our own property and the property of others
- We show respect to other students and their learning.

Safety

- We walk quietly in the school building
- We follow instructions from staff immediately and to the best of our ability
- We ask permission to leave the classroom/school.

Learning

- We always do our best.
- We take responsibility for our own work.
- We work hard and take pride in our learning.

Communication

- We show courtesy and good manners.
- We listen.
- We try to use respectful ways of resolving difficulties and conflict.

These “Golden Rules” will be the main ones used for all classes and will be on display. These rules apply during school-time and during all school related activities/excursions.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the “Golden Rules”. 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 (e.g. ‘Walk’ and not, ‘Don’t run’). 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, guardians will be contacted at an early stage.

The following items are not allowed in school:

- All food items containing nuts.
- Chewing gum.
- Glass bottles.
- Mobile phones- Phones that pupils bring onto the school premises should be turned off and in their schoolbag.

If mobile phones are seen/ heard they will be confiscated. Parents may collect the phone from the school office at their convenience.

- Sharp knives/ penknives or any dangerous objects.
- All jewellery. Watches (excluding Smart watches) and stud earrings are allowed.

The school will take no responsibility for any such item that is lost, stolen or broken.

Acknowledging Good Behaviour and Reward Systems.

Part of the vision of *Scoil Teampall Toinne* 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 system seeks 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 might be 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
- 'Bualadh Bos' in class or special mention at assembly.
- Certificates/awards and/or Golden Time.
- Field trips, annual school tours and our end of year special event will be reserved for those who have consistently strived to behave well.

Sanctions/ Dealing with misbehaviours

The purpose of a sanction is to 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 have choices about 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.

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 occurring again and if necessary to help the pupil devise strategies for this.

- 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/ writing out the story of what happened.
- Loss of privileges.
- Kept in at break.
- Communication with guardians.
- Referral to Principal.
- Principal communicating with guardians.

Usually sanctions will relate as closely as possible to the behaviour.

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Level 1, Level 2 and Level 3.

All everyday instances of a Level 1 and Level 2 nature are dealt with by the class teacher, or the supervising teacher at break-times, and recorded and reported to the Class Teacher. In cases of repeated Level 1/2 misbehaviour or single instances of Level 3 misbehaviour guardians will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of Level 1 Misbehaviours include:

- Minor infringement of the school rules.
- Inappropriate behaviour or gestures; name-calling.
- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

This list is not exhaustive

Teachers may take the following steps when dealing with Level 1 misbehaviours:

- Reasoning with the pupil.
- Verbal reprimand.
- Time out (Classroom or yard)

Repeated occurrences of Level 1 Misbehaviours will be dealt with as follows, using one or more strategies.

Phase 1	<p>Temporary separation from peers (classroom or yard)</p> <p>Additional work.</p> <p>Privileges are withdrawn.</p> <p>Class teacher keeps records of negative behaviours observed/reported. If during playtime, class teacher is informed and misbehaviour is recorded.</p> <p>The 3 strikes rule will be monitored by the class teacher. Where a child's name is reported on three occasions, on the 3rd occasion, a note is sent home to guardians via Aladdin.</p>
Phase 2	<p>On the occasion that three notes have been sent home to guardians, the class teacher will verbally contact the guardians to discuss these repeated behaviours.</p> <p>Child will be placed on a positive behaviour chart and behaviour will be monitored closely by the class teacher and progress will be communicated to</p>

	the child's guardians.
Phase 3	Repeated occurrences of 'Level 1 Misbehaviour' may be classified as 'Level 2 Misbehaviour' and will be dealt with as stated below.

Examples of Level 2 Misbehaviours include:

- Serious infringement of the school rules
- Behaviour that is hurtful.
- Behaviour that interferes with teaching and learning
- Endangered self or fellow pupils in the class or the yard
- Damage to property
- Theft
- Bringing dangerous equipment to school

This list is not exhaustive.

Teachers may take the following steps when dealing with Level 2 misbehaviours:

- Incident will be reported to the Principal and records will be kept.
- Class teacher will meet with one/both parents.
- Principal will speak with class teacher/ guardians.

Repeated occurrences of Level 2 Misbehaviours will be dealt with as follows, using one or more strategies.

Phase 1	Loss of yard time. Additional assigned schoolwork which needs to be signed by the child's guardians. Class teacher will meet with guardians and collaboratively set up a behaviour contract, which will be monitored by the class teacher over a four-week period.
Phase 2	As above Principal will meet with class teacher and guardians and collaboratively set up a behaviour contract, which will be monitored by the Principal over a four-week period.
Phase 3	Repeated occurrences of Level 2 Misbehaviour may be classified as Level 3 Misbehaviour and will be dealt with as stated below.

Examples of Level 3 misbehaviours include:

- Incidents of bullying including harassment, discrimination and victimisation.
- Leaving school/school activities without permission.
- Assault on a teacher or pupil
- Serious theft

- Serious damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

Teachers may take the following steps when dealing with Level 3 misbehaviours:

- Incident will be reported to the Principal immediately and records will be kept.
- Principal will meet with guardians.
- Board of Management will be informed; Board of Management will meet with guardians.
- Suspension.
- Expulsion.

Repeated occurrences of Level 3 Misbehaviours will be dealt with as follows, using one or more strategies.

Phase 1	Incidents of bullying, the child will be put on a 'Behaviour Report', which will be established in a meeting between the Principal, class teacher and the guardians. (See Appendix). All other Level 3 misbehaviours, the Principal will meet with class teacher and guardians and collaboratively set up a behaviour contract, which will be monitored by the Principal over a full school term.
Phase 2	Suspension. Expulsion. <i>(Please see specific paragraph regarding suspension)</i>

Bullying

Our Anti-Bullying policy is including as part of our Code of Behaviour.

What is bullying?

Bullying can be defined as repeated aggressive behaviour of a verbal, physical or emotional nature. It may be carried out by groups or by an individual and can take place anywhere. It can be hurtful, painful, harmful, distressing and frightening.

Bullying can be . . .

Physical Hitting, pushing, shoving, pinching, tripping, etc.

Interference with a child's possessions, e.g. books, money or lunch

Forcing another child to do something for the bully, such as homework, 'jobs'.

Verbal Name-calling

Hurtful, insulting or humiliating remarks about a child's appearance, ability, family, race or religion

Spreading mean, hurtful or untrue gossip or rumours about an individual

Emotional Deliberately excluding or isolating a child

Intimidation

Belittling someone's efforts

Ganging up on an individual

All types of bullying are damaging and quite often difficult to detect - particularly verbal and emotional bullying - due to the secrecy upon which it relies. In many cases of bullying, the victim is too frightened to tell. The most successful bullies are those who can keep their victims quiet by threatening or humiliating them.

There are no innocent bystanders when it comes to bullying. As parents, teachers or children we all have a part to play in ensuring that those around us can live a life free from bullying.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made 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.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be investigated with in line with our **Anti-Bullying Policy** procedures.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Suspension and Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and guardians will be utilised and exhausted. Communication with guardians may be verbal or by letter depending on the circumstances.

For Level 3 Misbehaviour or repeated instances of Level 2 Misbehaviour, suspension may be considered. Guardians 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 Level 3 Misbehaviour.

Where there are repeated instances of Level 3 Misbehaviour, the Chairperson of the Board of Management will be informed and the guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the 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 Level 3 Misbehaviors, 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 Rule for National Schools and the Education Welfare Act 2000. 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.

Removal of Suspension (Reinstatement)

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

Children with Special Needs

All children are required to comply with the school's 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 appropriate, in consultation with guardians and the class teacher, Special Education Teacher, and or Principal. The relevant staff will work closely with home to ensure that optimal support is given. Cognitive and emotional development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

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

Communicating with Guardians

Communicating with guardians is central to maintaining a positive approach to dealing with children. Guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and guardians have been established and are being reviewed regularly.

Guardians are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Aladdin
- Informal/formal parent/teacher meetings
- Through children's homework journal (infants do not have a homework journal, please check bags for notes)
- Letters/notes from school to home and from home to school
- Newsletters/school web-site

Absences/Communication

The Education (Welfare) Act 2000, Section 18, requires guardians to notify the school in writing explaining the reason for a child's absence. This procedure is outlined in the enrolment pack.

The Education(Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a pupil is absent from school during a school year is 20 days or more. Additionally,

Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child is not attending school regularly'.

It is necessary on occasions for a variety of reasons for pupils to leave school early. Written notification of this, outlining the reason(s) must be given to the teacher in advance. Guardians will need to inform a member of staff that they have collected the child.

Under no circumstances are pupils allowed to leave the school building unaccompanied to meet guardians or others offsite unless written permission has been provided and this only applies if the child is in 3rd-6th class.

Review

This Policy will be reviewed every year.

Ratification

This Policy was last reviewed and ratified by the school Board of Management on _____.

Signed: _____
Chairperson of the Board of Management

Principal

Level 1 Misbehaviour
Phase 1 Positive Behaviour chart

Child's name: _____

What am I looking for?

(Example)

*Kind hands, kind feet, kind words, kind actions

*Think before you act

Day/Break	Monday	Tuesday	Wednesday	Thursday	Friday
Small break					
Big break					
Class					
Comments					

Level 2 Misbehaviour**Behaviour Contract with Class Teacher/Principal**

Date:	
Name of staff member(s):	
Name of pupil involved:	
Identified negative behaviour(s)	
Steps towards achieving positive behaviour(s).	
Reward/sanction: (Daily/weekly)	
Review date:	
Communication with guardians:	
Principal's signature:	
Staff member signature:	
Signature of pupil involved:	

Bullying Incident Report:

Date:	
Name of staff member(s):	
Name of pupil(s) involved: <i>Please specify the child's role i.e. victim/instigator</i>	
Brief overview of incident post investigation: <i>Please consult steps for dealing with an incident of bullying in the anti-bullying policy.</i>	
Nature of bullying: <i>Circle all that apply</i>	physical verbal racial gang One-on-one cyberbullying homophobic sexual other(please specify)
Rule broken:	
Sanction:	
Resolution/Review:	
Communication with guardians:	
Principal's signature:	
Staff member signature:	
Signature of pupil(s) involved:	

Behaviour Report

Date:	
Name of staff member(s):	
Name of pupil involved:	
Brief overview of positive behaviour(Daily/weekly)	
Negative behaviour if applicable: (Daily/weekly)	
Reward/sanction: (Daily/weekly)	
Review date:	
Communication with guardians:	
Principal's signature:	
Staff member signature:	
Signature of pupil involved:	