

# Code of Good Behaviour



## St Benignus NS, Balscadden

### 1.0 Introduction

The code of good behaviour is the set of programmes, practices and procedures that together form the school's plan for helping pupils in the school to behave well and learn well. The code of good behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of good behaviour helps teachers and other members of staff, pupils and parents to work together for a happy, effective safe school. The Code of Good Behaviour applies to our pupils during school time, travelling to and from school on the school bus and when representing the school in any capacity off the premises.

### 2.0 How the policy was developed?

The code of behaviour in the school was revised in the context of section 23 of the Education (Welfare) Act 2000 and in consultation with guidelines issued by the National Educational Welfare Board (NEWB). It shall now be called the Code of Good Behaviour due to the positive approach inherent in the revised policy. The Code of Good Behaviour was revised using a consultative approach between the school's Board of Management, Parents' Association, Student Council and staff.

Our Anti-Bullying Policy was developed in the context of our Code of Good Behaviour. This Code of Good Behaviour should also be read in the context to our Health and Safety policy, our Acceptable Use policy (AUP) and our Mobile Phone policy.

### 3.0 The policy's relationship to the school's mission statement and ethos

St Benignus NS aims at promoting the full and harmonious development of all aspects of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and other people. We endeavour to equip each pupil with the skills and positive self-esteem to empower them to contribute to their community and become lifelong learners. We believe that the code of good behaviour provides a framework for a learning-centred school environment.

#### **4.0 Goals and objectives**

The code of good behaviour sets out the following goals and objectives:

- Creating a climate that encourages and reinforces good behaviour.
- Creating a positive and safe environment for teaching and learning.
- Encouraging pupils to take personal responsibility for their learning and their behaviour.
- Helping young people to mature into responsible participating citizens.
- Building positive relationships of mutual respect and mutual support among pupils, staff and parents.
- Ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

#### **5.0 Our understanding of behaviour**

- Behaviour has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- Behaviour can be learned. This means it can change.
- Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
- What parents, teachers, other adults and other pupils do in response to a pupil's behaviour is critical in influencing the choices pupils make about how to behave.
- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
- The quality of relationships affect behaviour.

#### **6.0 The Standards of behaviour expected in the school**

##### *6.1 Standards of expected positive behaviour:*

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Neat appearance
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict.
- Forgiveness

##### *6.2 Standards of expected commitment to learning:*

- Attending school regularly and punctually
- Doing one's best in class

- Taking responsibility for one's work
- Keeping the rules
- Helping to create a safe, positive environment
- Respecting staff
- Respecting other pupils and their learning
- Participating in school activities

### *6.3 Indications of unacceptable behaviour*

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation). Please refer to our Anti-Bullying Policy with regard to the school's approach to bullying type behaviour.
- Behaviour that interferes with teaching and learning.
- Threats or physical hurt to another person
- Damage to property
- Theft

### *6.4 Expectations for behaviour (Pupils)*

#### **School Rules**

- I will be kind and respectful to staff, fellow pupils and visitors, by being mannerly and polite and I will be orderly in my class line.
- I will show respect towards school property, furniture, equipment and my own belongings.
- I will walk while I am in the school building.
- I will sit while I am eating my lunch.
- I will arrive in school at 9.00am every morning and stay in school until home time.
- I will always bring in a note in my homework journal after I have been absent or if I have to leave the school early.
- I will leave the classroom at break times after having eaten my lunch.
- I will eat healthily in school. Crisps, sweets, lollipops, fizzy drinks and chewing gum are not allowed.
- I should always keep my school clean by bringing unfinished food and drinks home.
- I will always do my homework. If I find it difficult I will ask for help at home and in school.
- I will always wear my school uniform. I will wear my school track suit on PE days.
- I will always do my best in school by listening carefully and working as hard as I can.
- I will behave well in class so that my fellow pupils and I can learn.
- I will be truthful and honest at all times.
- Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time. I will never bully others. I will never allow others to bully me or others and

if it happens I will tell my parents and my teacher. St Benignus NS is a 'telling' school. Bullying is always unacceptable.

### **Playground Rules**

- When I hear the first bell, I will freeze. When I hear the second bell I will walk to my line.
- I will play ball games on the grass, not on the tarmac.
- I will play football at big break only.
- I will not bring PE equipment out at break times.
- I will not bring food outside.
- I will ask permission to retrieve a ball.
- I understand that the teacher on the yard is in charge for that break time and that the teacher's decision is final.
- I will stay out of the ditches and off the fences
- I will walk quietly on the corridor when I am going out to the yard.
- I will ask permission from the teacher to go inside.

Football Rules and Catching Game Rules have also been developed in the school and are attached to this policy. These guideline rules are displayed in the classrooms and discussed with the pupils.

#### *6.5 Expectations for behaviour (Parent/Parent appointee/Guardian)*

The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings with pupils, staff and with each other, since their example is a powerful source of learning for pupils. Parents/Parent appointees/Guardians are expected to behave in a manner commensurate with the Standard of Expected Positive Behaviour. Parents whose behaviour is deemed out of keeping with that standard may be asked by the Principal to meet with the Chairperson of the Board of Management. The Principal may exclude that adult from school grounds until that meeting takes place. The same expectation and procedures apply to all visitors to the school.

Parents who wish their pupils to stay in at break time due to illness or injury should send a note to the classroom teacher in their Homework Journal. Pupils often become anxious if they are not collected on time, therefore it is important to collect them on time. Parents can support the activities of the school by ensuring that their pupils arrive at 9.00am every morning and are collected at their home time. In line with our Pupil Protection Policy, pupils arriving during the school day or being collected before the school day ends must sign in/out from the Secretary's Office. All visitors to the school must call to the Secretary's Office in the first instance.

If there is a contagious illness e.g. measles, chicken pox, mumps etc in the house please inform the teacher. If a pupil is unwell in the morning, do not send him/her to school.

It is better that the pupil attempts the homework without undue help from parents. In this way, the teacher is better able to appreciate the pupil's progress. If there is a problem, parents should always contact the class teacher.

If there is a change of circumstances in the home which might affect the pupil's work, welfare or behaviour, it is advisable to inform the school. All information will be treated as strictly confidential.

### *6.6 Expectations for behaviour (Staff)*

The staff of St Benignus NS, Balscadden are expected to be positive role models for the pupils at all times. The relevant Grievance Procedures will be used in the event of there being an issue with a member of staff. The school's Complaints Procedures will be used in the case of teachers, as well as the relevant Department of Education and Skills guidelines on Grievance Procedures for Teachers, Ancillary Staff and Special Needs Assistants.

## **7.0 The plan for promoting good behaviour**

Promoting good behaviour is the main goal of the code of good behaviour. School management and staff will endeavour to actively foster a school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour. The day-to-day excellence of school management and classroom teaching will enable most pupils to behave in ways that support their own learning and development.

7.1 Teachers and other school staff will also draw on a range of strategies for promoting good behaviour at class and school level, such as:

- Positive everyday interactions between teachers and pupils. Such as:
  - A quiet word or gesture to show approval.
  - A comment in a pupil's copy book.
  - A visit to another member of staff or to the Principal for commendation.
  - A word of praise in front of a group or class.
  - A system of merit marks.
  - Delegating some special responsibility or privilege.
  - A mention to parent, written or verbal communication.
- Good class and school routines.
- Clear boundaries and rules for pupils.
- Helping pupils themselves to recognise and affirm good learning behaviour.
- Recognising and giving positive feedback about behaviour.
- Exploring with pupils how people should treat each other.
- Involving pupils in the preparation of the school and classroom rules.

## **8.0 Reward Systems**

Reward systems are part of both the overall school and class strategies towards encouraging good behaviour. They are also used as part of planned interventions to help an individual pupil to manage their own behaviour. The school will endeavour to ensure that in the case of pupils with special needs, that their particular learning style is taken into account in the use of reward systems.

## **9.0 The ways in which the school responds to unacceptable behaviour**

The classroom teacher will have primary responsibility for monitoring the behaviour of their pupils. Ultimate responsibility for the behaviour of pupils rests with the Principal. Issues that occur on the yard or on the school corridors should all be referred to the classroom teacher in the first instance.

### *9.1 Pupils with Special Needs*

All pupils are expected to comply with the Code of Good Behaviour. However, the school recognises that pupils with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents, the class teacher, the learning support/resource teacher and/or the Principal. The school will work with parents to ensure that optimal support is given. Cognitive development will be taken into account at all times.

## **10.0 Sanctions**

It will be made clear to the pupil by the teacher why the sanction is being applied. The consequence will relate as closely as possible to the behaviour. It will be made clear by the teacher what changes in behaviour are required to avoid future sanctions. The focus will be on the behaviour rather than the person.

The following steps, in no particular order, may be taken when a pupil behaves inappropriately:

- The pupil is made aware that the behaviour is unacceptable.
- Reasoning with the pupil.
- The pupil may be given a verbal reprimand by the teacher.
- Temporary separation from peers within class or on the yard.
- A pupil may be held back in the classroom for part of their lunchtime (at the discretion of the class teacher) to complete or repeat work. This work will be supervised by the class teacher.
- A pupil may be asked to stand at the wall out on the yard for inappropriate behaviour on the yard. Time out will be at the supervising teacher's discretion. The severity and frequency of the incident will be taken into consideration.

- Comments may be written into the pupil's homework diary to be signed by the parents/guardians.
- A phone call may be made by the class teacher to discuss the pupil's behaviour.
- A pupil may be referred to the Principal for a single serious incident or for repeated minor incidents.
- Parents/guardians may be asked to attend a meeting with the class teacher to discuss the pupil's behaviour. The Principal may be informed that this meeting is taking place.
- A phone call may be made by the Principal to discuss the pupil's behaviour.
- Classroom privileges and/or school privileges may be withdrawn. The nature of the privileges withdrawn will depend on the severity and/or the frequency of the inappropriate behaviour. Examples of withdrawn privileges could include but are not limited to: Missing out on ten minutes IT time, not allowed represent the school in a football match or not allowed attend a school trip/workshop. These sanctions will be at the discretion of the teacher and the Principal.
- Parents/guardians/pupils may be asked to attend a meeting with the class teacher and/or the Principal to discuss the pupil's behaviour.
- Exclusion (suspension or expulsion) from the school in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education (Welfare) Act 2000.

Please refer to our Anti-Bullying Policy with regard to the school's approach to bullying type behaviour.

### **11.0 Suspension**

Suspension is defined as requiring the pupil to absent himself/herself from the school for a specified, limited period of school days. The decision to suspend a pupil requires serious grounds such as that:

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils.
- The pupil's continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

The Principal may suspend a pupil for a period of three days.

The Principal may suspend a pupil for a period of five days in consultation with the Chairperson of the Board of Management.

The Board of Management may impose a suspension of up to ten days on a pupil.

Fair procedures will apply to all suspensions, including the right to be heard and the right to impartiality. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- Inform the pupil and their parents about the complaint.
- Give the parents and pupil an opportunity to respond.

## **12.0Expulsion**

A pupil is expelled from the school when the Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. A proposal to expel a pupil requires serious grounds such as that:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

An expulsion may be imposed where the school have exhausted all possibilities for changing the pupil's behaviour. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

- 1.A detailed investigation carried out under the direction of the Principal.
- 2.A recommendation to the Board of Management by the Principal.
- 3.Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
- 4.Board of Management deliberations and actions following the hearing.
- 5.Consultations arranged by the Educational Welfare Officer.
- 6.Confirmation of the decision to expel.

## **13.0Evaluation and Review**

The success of this Code of Good Behaviour will be evaluated on how it fulfils its function of preserving the ethos of the school in the everyday life of the school. It will be reviewed and amended accordingly.

Last review September 2008

May 2012

March 2014

September 2014/October 2017/October 2018

This policy was adopted by the Board of Management on \_\_\_\_\_ (date)

Signed: \_\_\_\_\_  
Chairperson of the Board of Management

Signed: \_\_\_\_\_  
Principal

Date: \_\_\_\_\_

Date: \_\_\_\_\_

### **Football Rules**

- Be Respectful.
- Pick fair teams. Different pupils pick the teams each day.
- No slide tackles. No tackles from behind.
- No shouldering, even fair shouldering.
- Contact is with the ball only.
- Maker/Taker for frees, penalties and throw ins.
- Goalkeepers kick the ball out.
- When the ball is out it's out.

### **Catching Game Rules**

- You do a 'dip' to decide who is on.
- When the game starts give everyone 10 seconds to run, i.e. one elephant, two elephants....
- No Countdown
- No Pause
- No 'I'm not caught'
- If you are tipped you are caught.
- No 'I was talking to someone', unless it's a teacher.
- No 'I didn't know who was on'.
- No, 'I was pushed out of den'.
- Do not pretend you are in the den when you are not.
- Be honest.
- If you're on and you quit you have to be on again when you re-join the game.
- You cannot try to catch the same person every time you are on.
- You cannot leave a den and go back into the same den.
- No guards on the dens.
- No instant catch backs.
- When you are caught, you are caught.