

Code of Behaviour

of

St. Patrick's Primary School

Lombard Street

Galway

Introductory Statement

This policy was drawn up in line with the NEWB Guidelines (Education Act 1998) in consultation with the staff, parents and Board of Management of St. Patrick's Primary School. St. Patrick's Primary School caters for boys and girls from Junior Infants to Sixth Class. We also have an Early Intervention class and a Junior ASD class.

Mission Statement

We at St. Patrick's aim to provide a broad and comprehensive education, in a safe, supportive and happy learning environment, where Catholic values are promoted, while also embracing all other cultures and beliefs.

St. Patrick's Primary School Code of Behaviour

St. Patrick's Code of Behaviour applies to all school activities, when on or off the school grounds.

Aims:

The Code of Behaviour aims to achieve the following:

1. To promote the safety and happiness of all children in the school.
2. To allow for the smooth and harmonious running of the school.
3. To promote self-discipline among students attending the school in a fair and consistent manner.
4. To enhance the learning environment of the school by promoting a sense of kindness and mutual respect among all members of the school community.
5. To strengthen the link between home and school.
6. To facilitate the education and development of every child.
7. To foster caring attitudes towards each member of the school community, to promote respect for diversity and allow for appropriate accommodation of difference in accordance with the equal status legislation.

Whole School Approach to Promoting Positive Behaviour:

- It is the policy of our school that positive techniques of motivation, reward and encouragement are practised by all staff.
- Positive relationships between teachers, parents and pupils are promoted and affirmed.
- Adults model the behaviour that is expected from students.

- Clear School, Yard and Classroom Rules are in operation.
- SPHE is used as a structure within which to address the teaching of social skills, self-esteem, respect and care for others.

Strategies to Affirm and Promote Positive Behaviour:

The most successful approach to promoting positive behaviour is to praise children, offer them encouragement and acknowledge their achievements.

Our approach to ensuring that children's efforts and achievements are recognised and valued will include:

- A quiet word of praise or gesture to show approval.
- Praise in front of a group, class or whole school assembly.
- A visit to another class/teacher/Principal for affirmation.
- Informing parents – written/verbal communication. Eg. A note in the pupil's journal.
- Awarding some special responsibility or privilege, e.g. homework vouchers, specific classroom jobs and other jobs around the school.

In addition to the above, teachers may have their own reward systems in place, within their classrooms, to promote and acknowledge positive behaviour e.g. Class Dojo, Student of the week award, Kindness award, Golden Time etc.

Roles and Responsibilities of the School Community in the Implementation of the Code of Behaviour

Everybody in the school community has the responsibility to understand and to know the code.

Students/Children: Every child must give a commitment to accept the code of behaviour and to fulfil the expectations in the code. This will ensure the creation and maintenance of a productive learning environment.

Parents/Guardians: Parents/Guardians have a duty to support the school in implementing a fair and just code of behaviour. Acceptance of the Code of Behaviour by parents/guardians is required on enrolment. Parents undertake responsibility to educate their children on the code of behaviour.

Teachers: Each teacher has a responsibility for the maintenance of discipline within his/her own class and shares, with every other teacher, a common responsibility for good order within the school, school grounds and on all school-related activities before, during and after school.

SNAs and Ancillary Staff: SNAs and all ancillary staff have a common responsibility along with the teachers to maintain good discipline and good order within the school and school grounds and on all school related activities before, during and after school.

Principal: The Principal has the overall responsibility for the day to day running of the school. The Principal ensures that implementing the code is done in a fair and just manner and that the implementation of sanctions is fair and appropriate.

The Single Manager (In the absence of a Board of Management): The Single Manager formally approves the Code of Behaviour and supports the Principal and staff in the implementation of the code. The Single Manager has overall responsibility to sanction suspensions and expulsions. The Single Manager can delegate responsibility to the Principal to suspend up to a maximum of 5 consecutive days.

Expectations of Behaviour:

A high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff, parents and pupils.

Pupils are expected to:

- Follow class, school and yard rules.
- Attend school punctually and regularly.

- Wear a neat school uniform.
- Work to the best of their ability at all times.
- Listen to their teachers and follow their instructions/advice.
- Report any incidents of misbehaviour or otherwise to a member of staff.
- 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.
- Follow all school policies.
- Move quietly and carefully around the school.
- Line up in an orderly manner in the morning and before and after breaks.
- Stay on the premises and within designated areas during school times.
- Do their homework to the best of their ability.

Staff are expected to:

- Support and implement the school's Code of Behaviour.
- Create a safe, welcoming atmosphere for their pupils.
- Develop and nurture a sense of self-esteem in each pupil.
- Praise desirable behaviour.
- Recognise and provide for individual differences as far as is reasonable.
- Be courteous, consistent and fair.
- Keep records of serious negative behaviour. These records are written in a factual and impartial manner. They will be entered in Aladdin.
- Communicate issues concerning their child's behaviour to the parents.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents 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 at school.

A high level of cooperation and 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 parents have been established and are being reviewed regularly.

Parents 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:

- Informal/ formal parent/ teacher meetings
- Through children's homework journal
- Telephone calls
- Aladdin- texts and emails
- Letters/ Notes from school to home and from home to school.
- School Website
- Parents Association

Parents are expected to:

- Ensure children attend school on time and are collected from school and extracurricular activities (at specified times) on time, as the staff and management of the school are not obliged and not responsible for the supervision of the children before 8.30a.m. or after 2.10

p.m. in accordance with rules 121(4) and 124(1) of the Rules for National schools and section 23(2) of the Education Act 1998. Children can be dropped at their designated school gate in the mornings (see Covid Response plan) and collected from their designated collection gate at 2.10pm. (Parents of pupils in Junior/Senior Infants, ASD and E.I. classes may collect their children from the designated area within the school grounds at 1.10pm)

- Provide written explanations for all absences, late drop-offs and early collections (via note/ email/ Aladdin Connect App).
 - Be familiar with the school's Code of Behaviour and sign it on enrolment.
 - Ensure that their children follow the school's Code of Behaviour.
 - Ensure their children wear the full school uniform.
 - Follow the School Healthy Eating Policy.
 - Ensure their children have the correct books and materials.
 - Be interested in and support and encourage their children's work.
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- Cooperate with teachers in instances where their child's behaviour is causing difficulties for others.
 - Communicate to the school problems which may affect their child's behaviour.
 - Help their children to learn and practice good behaviour and to have a positive attitude towards themselves, other people and towards the school.
 - Make an appointment if they need to meet a teacher or the principal to discuss concerns about their child.
 - Attend meetings at the school if requested.
 - Help their children with their homework and ensure it is completed and signed.
 - Treat all school staff with respect.

School Rules:

1. In order to achieve a happy, healthy and safe environment, where a sense of mutual respect is fostered, all pupils are expected to keep the following rules:

- Pupils will show courtesy and respect to all teachers, all staff, school visitors/coaches and to one another at all times. Failure to do so is a serious offence.
- School begins at 8.30a.m. All pupils are expected to be present at that time. Any child that arrives before 8.30a.m will be supervised in the yard from 8.20a.m. Absences or late arrivals must be explained by way of a note to the teacher and an account of these will be kept on Aladdin.
- All children are expected to wear the full uniform or school tracksuit. All clothing should be tagged with the name of the owner.
- Pupils remain in school once they have entered. No pupil will leave the school grounds without the permission of a teacher. If a child has to leave school early, s/he must have written permission from parents/guardians and a record of this will be kept in the 'Child-Out' Book in the office and will also be recorded on Aladdin. The child must be collected by a parent/guardian.
- **Any misconduct on the way to and from school that may bring the school into disrepute is open to sanctions as set out in the Code of Behaviour.**
- School property and the property of others should be respected.
- Movement throughout the school/school grounds must be done in an orderly manner. Running is strictly forbidden in classrooms and corridors.
- Mobile phone usage is strictly forbidden on school grounds. Mobile phones must be switched off and left in school bags until pupils leave the school premises. Mobile phones will be confiscated and given to the principal if this rule is broken.

Yard Rules

- Pupils must show respect and courtesy to each other and all staff on duty in the yard.
- Pupils must remain in the area designated to their class and avoid areas that are out of bounds.
- Pupils may only mix with their own class in the yard.
- No re-entering the school building during breaks without permission of a staff member. Pupils will ask permission of staff on duty if they need to use the toilet during breaks. Pupils should go to the toilet before and after break.
- Pupils will play in such a way as to ensure their own safety, that of their classmates and school staff.
- Pupils will report any incidents of misbehaviour or otherwise to a member of staff.
- Foul play during games will result in balls being confiscated for a period of time during break.
- When the bell rings, pupils will line up in an orderly fashion with their class and wait for their teacher.

Class Rules:

Implementation of the class rules is the responsibility of the individual class teacher.

Generic Classroom Rules (These are displayed in each class)

1. We raise our hand if we wish to speak.
2. We listen when someone is speaking.
3. We try to do our best.
4. We try to be kind and considerate.
5. We respect others' space and belongings.
6. We keep our classroom tidy and neat.

Each teacher needs to have their own agreed class rules. This should happen at the beginning of the school year. The children are actively involved in drawing up the classroom rules and selecting consequences when they are not followed. The rules should be concise and the consequences clear. At the end of the process the children will sign their class rules (Class contract).

Pupils are expected to:

- Follow instructions and complete assignments as directed by the teacher or any member of staff.
- Remain in their seats unless otherwise instructed.
- Remain in their classrooms on wet days and respect staff on duty.

Accommodations for pupils with Additional Needs

Our school recognises that the Code of Behaviour will need to be applied in a differentiated fashion to pupils with Additional Needs including pupils with English as an Additional Language whose understanding is limited. This is particularly true of pupils with Behavioural Care Needs (BCN). This will mean that a pupil's behaviour may need to be interpreted differently to that of another pupil who does not have (BCN) and that consequently, the Code's system of rewards and sanctions may also need to be applied differently.

For the purposes of defining a pupils with Behavioural Care Needs, one or more of the following criteria shall apply:

- The pupil has professionally identified Behavioural Care Needs
- The pupil has a Student Support File and/or Behavioural Care Plan in place that has been drawn up in consultation with the child's parents/ guardians, the child's class teacher, SEN teacher and SNA.
- The pupil has access to SET and/ or SNA support

Pupils with Additional Needs will be expected to follow the school's Code of Behaviour, however, teachers will use their professional judgement in the application of the code.

Incidents of misbehaviour involving children with additional needs will be dealt with on an individual basis in close liaison with staff members working with that child.

Children with Additional Needs will be helped to understand what is expected of them in terms of behaviour and will be supported in achieving this behaviour by teachers/ SNAs/ Principal.

Responding to Unacceptable Behaviour:

Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the severity and frequency of any misbehaviour. It is important to note that children can qualify for any stage depending on the severity of the misbehaviour. For example, a student's misbehaviour can qualify for a Gross Misbehaviour. Other steps to deal with misbehaviour may also be taken. **Incidents will be dealt with on a case by case basis. The degree of misbehaviours i.e. minor, serious or gross will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/ frequency of such misbehaviours. The following are examples of such misbehaviours:**

Minor Misbehaviour:

Examples of possible minor misbehaviour:-

- Repeated breach of Class Rules
- Running, pushing or robust behaviour in the school building
- Breaking certain rules on a one-off basis
- Not completing homework without good reason
- Being unmannerly, impolite, aggressive etc
- Being inattentive
- Untidy, unfinished assignments (class or homework)
- Unnecessarily walking around the classroom
- Littering
- Name calling/teasing
- Repeated incidents of minor misbehaviours will then be deemed serious.

Serious Misbehaviour:

Repeated minor misbehaviour will be treated as a serious misbehaviour.

Examples of possible serious misbehaviour are:

- Constantly being disruptive in class and breach of class, yard and school rules
- Telling lies
- Stealing
- Leaving the school grounds without permission
- Any form of discrimination
- Organising and encouraging conflict during/after school
- Damaging the property of others or school property
- Using mobile phones on school grounds- recording/ taking images

- Displaying disrespect to any member of staff or visitor/coaches in the school
- Endangering self, teacher or fellow pupils in the class, school or the yard. Repeated negative physical interaction between children (punching, pulling at another individual, throwing items at others, kicking, spitting, pinching, biting etc.)
- Using unacceptable language
- Bullying (all incidents of bullying will be dealt with as outlined in the school's Anti-Bullying Policy)

The above list is non-exhaustive and is subject to change. Parents will be informed when/if any changes are made

The class teacher keeps a record of all incidents of serious misbehaviour. Copies of these records are sent to the Principal.

Gross Misbehaviour:

Persistent incidents of Serious Misbehaviour will be classified as gross misbehaviour.

Examples of possible gross misbehaviour are:

- Engaging in activities which have been identified by members of staff as dangerous or inappropriate.
- Leaving school premises without permission
- Deliberately injuring any member of the school community
- Aggressive, threatening or violent behaviour towards a member of staff or a pupil
- Endangering the personal safety of other pupils e.g. physical assault, sexual assault
- Bringing weapons or dangerous substances to school

Teachers will take the following steps when dealing with gross misbehaviour:

- Principal/Deputy Principal is informed immediately and contacts parents to arrange a meeting to discuss the misconduct of behaviour.
- The incident is recorded.
- Suspension or expulsion may be considered

Teachers will take the following steps in this sequence when dealing with misbehaviours.

Stage 1:

Steps 1-8 (visuals displayed in each room in the school)

Step 1: Gentle reminder

Step 2: Warning- consequences ahead

Step 3: In- class timeout (Moving seat)

Step 4: Leave the room – (supervised time out of room)

Step 5: Lose privilege

Step 6: Teacher contacts home

Step 7: Extra work- Teacher discretion

Step 8: Refer to management

Step 9: Principal intervention

Stage 2: Step 9: Referral to principal

- Class teacher and Principal will meet with one/both parents/guardians to discuss sanctions and possible suspension (1 - 5 days)
- The single manager will be informed of the suspension.

Implementation of suspension:

- The parent will be given a letter from the school stating the period of suspension, reasons for suspension and a study programme to follow while out of school.
- Suspension will be in accordance with the Rules of National Schools and the Welfare Act 2000.

Stage 3:

- Education Welfare Officer: The Principal will seek advice from the Education Welfare Officer and the EWO may engage at this time.

Stage 4:

- The case will be referred to the Single Manager (in the absence of a Board of Management).

Stage 5:

- Expulsion may be considered in an extreme case, in accordance with the rules for National Schools and the Education Welfare Act 2000. Before suspending for more than 5 days or expelling a pupil, the board shall notify the Education Welfare Officer in writing in accordance with section 24 of the Education Welfare Act.

This policy will be reviewed annually by the pupils, parents, staff and BOM/Single Manager of St. Patrick's Primary School.

This policy was ratified on 3rd October 2023.

Signed:  _____

Brian Keville (Single Manager)

Signed: _____

Marian Barrett (Principal)

Date: 13/10/2023

Date: _____