Code of Behaviour

Good Order for Learning Policy

Ratified/Reviewed	Date
Reviewed by Staff	6/4/2016
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Reviewed by Staff	30/08/2017
Reviewed by BOM	12/08/2020

Signed Chairperson BOM

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St. Fiacc's Code of Behaviour

Rationale
It is necessary to review the Code of Behaviour at this particular time to ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Relationship to characteristic spirit of the school
Our School Environment is guided by our Mission Statement:
Our school embodies Christian, Catholic values which emphasises compassion, care, good work ethos, striving for excellence and respect for all, irrespective of race, religion or social status.

Respect for all is imbued in our school Motto: *Firinne Le Misneach* (Truth with Courage)

Aims
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well-being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour 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

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Content of Policy

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour
3. Positive strategies for managing behaviour
4. Rewards and sanctions
5. Suspension / Expulsion
6. Keeping records
7. Procedure for notification of a pupil absence from school
8. Reference to other policies
9. Success Criteria

1. Guidelines for behaviour in the school

Prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and that the principal, may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

School Rules

- **We come to school on time.**
- **We try our best in class.**
- **We come prepared**
- **We wear our uniform**
- **We respect others.**
- **We respect school property.**

2. Whole school approach in promoting positive behaviour

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff, Board, parents/guardians and pupils.

3. Positive strategies for managing behaviour

Classroom

The positive strategies used throughout the school to promote good behaviour and to prevent misbehaviour are:

- "Ground rules"/ behavioural expectations in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning.
- Pupil input in devising the class rules.
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour.
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.

Playground
- Playground Rules:
  1. Stay in assigned area. 2. Include all classmates. 3. Play fairly (it's not all about winning). 4. No jeering remarks. 5. Walk to your line when the bell rings – no pushing in the line. 6. Wait quietly in your line.
- There is a need to supervise more closely the behaviour of certain age groups, certain areas of the playground and

certain individual pupils. All children are visible at all times.
- Zones are created within the playground, providing sections for specific age groups.
- Procedures in place to manage incidents of misbehaviour on yard include: time-out, withdrawal of privileges, reporting to classroom teacher/Principal, recording of incident on *Aladdin*.

Other areas in the school
- One at a time, walk in a straight line in the corridor.

School related activities

- Standards and rules contained in the code of behaviour usually apply in any situation where pupils are still the responsibility of the school. High standards of behaviour are expected during school tours, games, extracurricular activities, other school-linked events, on coming to and departing from school

4. Rewards and Sanctions

Rewards and acknowledgement of good behaviour
- Good behaviour is publicly recognised and acknowledged in the school by all staff.
- A system of merit marks, small prizes or stars; Student of the week trophies at the end of the week.
- Delegating some special responsibility or privilege.
- A mention to parent, written or verbal communication

Strategies for responding to inappropriate behaviour.
The degree of misdemeanours i.e. minor or serious will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such

misdemeanours. *The following strategies may not necessarily be applied in the order listed.*

- Reasoning with the pupil
- Reprimand (including advice on how to improve) Temporary separation from peers.
- Loss of privileges: e.g. "time out" from curricular activities, removing permission to go on School Outings/represent the school.
- Note in homework Journal
- A record may be kept by the class teacher of regular misdemeanours.
- Sent to the Principal/Deputy.
- 1st Detention (Parents are informed by note or by phone)
- 2nd detention (for two detentions in a four-week period, class teacher and pupil will draw up a contract of behaviour to be signed in the presence of the Principal. A copy will be given to parents to be signed and returned).
- 3rd detention (for three detentions in a four-week period, the child's parents will be asked to meet the class teacher and principal. The child will be asked to give a written undertaking that he/she will behave in school. This will be witnessed and signed by parents/guardians).
- Internal Suspension. Pupil is removed from their own base class and is placed in another class for up to three school days.
- Suspension: This procedure is used in the case of gross misbehaviour and/or health and safety grounds.

a) If all previous stages are exhausted or there is a single incident of gross misbehaviour the principal requests a meeting with the parents. The Principal reserves the right to suspend the pupil for three days initially. This power of suspension is delegated to the principal by the school Board of Management.

b) In certain circumstances the Principal with the approval of the chairperson may suspend a pupil for five school days.

   c) A meeting of the Board may authorise further suspension up to a maximum of ten days.

*Inappropriate sanctions include:
- Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence.
- Public or private humiliation.
- Applying sanctions to whole groups or classes in cases of individual or small group wrong-doing.
- Leaving a pupil in an unsupervised situation while in the care of the school.
- Persistent isolation of, or ignoring, a pupil in class.
- Consistently denying a pupil access to a particular part of the curriculum.
- Sanctions that are used in a discriminatory way.

Involving parents in management of problem behaviour

One key aspect of the Code of Discipline is to inform parents of any misbehaviour as soon as possible and to include them in any programme to be followed and actions to be taken.
- Parents are contacted initially by the class teacher.
- In the case of children in the Senior classes, the child may be asked to be present at the meeting.
- Parents are encouraged to contact the school if they have concerns by making an appointment with the teacher through the secretary.

Managing aggressive or violent misbehaviour

- Children who are emotionally disturbed are immediately referred for psychological assessment.
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, teachers may need to restrain pupils.

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- The Principal reserves the right to record any incidents of aggression or violence in the moment.
- The Board reserves the right to investigate any incident that brings the school into disrepute.

Please refer to St. Fiacc's Managing Challenging Behaviour Action Plan in the event of a serious incident of aggression or violence.

5. Please refer to St Fiacc's Policy on Suspension & Expulsion for procedures dealing with suspension and expulsion (appended).
6. Keeping records

Class level
- Teachers are expected to maintain records of pupils' behaviour; homework; punctuality; assessments.
- Serious misbehaviour should be reported to the principal at the second detention stage or earlier if deemed appropriate.
- The end of year report includes a reference to behaviour. Parents are kept up to date during the year regarding behavioural issues.

School records
- Relevant incidents will be recorded on the *Aladdin* database. The Principal manages storage of and access to these records.
- Incidents on yard are dealt with by teacher on duty. They will inform class teacher and/or Deputy/Principal depending on the gravity of the incident.
- Accidents on Yard are recorded by the teacher on Lobby duty.

7. Procedures for notification of pupil absences from school

- Parents are expected to phone St. Fiacc's notifying the Secretary of the reason for a pupil's absence, the morning of the pupil's absence.
- On returning to school the pupil must have a note notifying the teacher of the reason for a child's absence. The teacher will record the reason for the absence on *Aladdin*. Alternatively the child's parent can notify the school of a child's absence using the *Aladdin app*.
- The Roll is called in all classes between 10.00 and 10.10am daily. Any pupils who arrive after Roll Call are deemed absent.
- Parents/guardians must "sign out" pupils if a child departs early during the school day.
- Class teacher will log early collections and lateness on *Aladdin*.

8. Reference to other Policies

Other school policies that have a bearing on the code of behaviour include:

Anti-bullying: This policy forms part of the overall school Code of Behaviour and the standards of behaviour that are outlined in the Code of Behaviour apply to the Anti-Bullying Policy of St. Fiacc's. This also includes the anti-Cyberbullying Policy

Suspension and Expulsion Policy: This Policy is part of the Code of Behaviour.

Managing Challenging Behaviour Policy: This Policy is part of the Code of Behaviour.

Admissions Policy: Admission to St Fiacc's is conditional on parents confirming in writing that the code is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by their child.

Safety Statement: Pupils that pose a threat to the health & safety of other pupils are dealt with in accordance with the Code of Behaviour.

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Other Policies include: Harassment and Adult Bullying; Record keeping; Attendance; Equality; Special Educational Needs; Homework; Child Protection; Substance Use; Litter; Communication; Healthy Eating; Record Keeping; School Tour; SPHE

Success Criteria

Some practical indicators of the success of the policy include the following:

- Atmosphere of discipline within the school;
- Children are aware of school rules; Staff apply school rules;
- Growth in self discipline;
- Co-operation between parents, teachers and pupils in maintaining the code;
- Comments or compliments on good behaviour;
- Children working to the best of their ability;
- Class working to the best of their ability;
- Improvements in behaviour.

Examples of minor misdemeanours include:

Inattentiveness leading to class disruption	Running, pushing, shoving in classroom and corridor, or when lined up in playground.
Interrupting teacher and pupils unnecessarily.	Unsociable behaviour towards others
Fidgeting and unnecessary movement in class and lines.	Interrupting class work
Unfinished, untidy assignment (class work or homework)	Talking in class and in lines
Lack of punctuality	Leaving seat without permission
Littering	Not having homework signed/completed
Chewing gum	Not wearing correct uniform
Lack of sportsmanship (taking part is the important thing)	Not working to full potential
Using unacceptable language	Wearing jewellery/make up (stud/watch only)
Playing with a ball before school on yard	Playing on grass before school

Examples of **serious misdemeanours** include:

Pranks leading to class disruption.	Refusal to do work.
Coming to school unprepared for the work of the day (on recurrence)	Messing and reoccurrence of corrected misdemeanor
Consuming alcohol in school	Verbal abuse between children.

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Constant physical interference with other children(lifting, pushing, tripping etc.)	Riding of bicycles, skateboards, rollerblades in the school grounds
Bringing containers made from glass to school.	Being in school building without teacher supervision
Writing and passing of notes in class.	Biting.
Racist remarks	Bad / inappropriate language directed at someone
Uncontrolled behaviour.	Cheek / Defiance of teacher.
Damaging school property	Being in prohibited areas of school without permission
Unauthorised possession or use of a camera/mobile phone in school (Principal confiscates phone. Parent/guardian must collect)	Spitting.
Theft	Behaviour likely to cause serious injury to self or others
Physical or verbal assault or threat of assault on any member of staff	Damaging other pupil's property
Constantly disruptive in class	Telling lies
Bringing inappropriate music/literature to school	Unprovoked assault on a pupil – not the result of a clash during sport etc
Throwing stones or other objects (other than a ball at games) in either the play yard or classroom likely to cause injury	Possession of or use of weapons that might constitute a threat to the health and safety of pupils, parents, staff and any other personnel attached to the school
Bullying – though proof would need to be clear.	Drug abuse or dealing in prohibited substances
Smoking in school.	Vandalism
Mitching	Inappropriate behaviour
Leaving school premises during school day without appropriate permission	Climbing of trees, buildings etc.
Gross Insubordination – A wilful and deliberate failure of a pupil to obey a teacher's order during an aggressive incident.	Leaving staff member when on trips outside school
Repeated refusal to observe social distancing in an age appropriate manner (Covid 19)	Deliberately coughing or sneezing in a pupil's face/personal space (Covid 19)