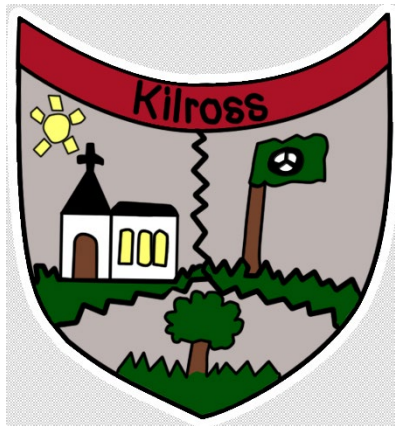


Kilross National School

Code of Behaviour



Code of Behaviour

Kilross NS

How our code was developed

The staff of our school came together in 2014-2015 school year to discuss behaviour and our procedures in relation to behaviour. We revised our current code and it was ratified by the BOM in 2014. Following the publication of the NEWB Guidelines we came together to review our current document in relation to new and revised procedures. The staff then worked to put this document together. The document was circulated to parents and then presented to the BOM for discussion and ratification in order to comply with Education Welfare Act '00.

Our vision for behaviour

In our school we hope to provide an environment which supports teaching and learning. A positive classroom environment is conducive to pupil learning and it encourages every child to become more responsible for their actions. Therefore, pupils and parents must work with the staff to support behaviour in school.

Our mission

We hope to encourage the all round development of the children in our care so they will be able to take their place in society. We encourage the social and emotional development of the child which also helps with the academic development.

Aims:

- To establish a positive school climate
- To make children feel part of the school community
- To encourage co-operation and respect within the school community
- To encourage positive behaviour in the school
- To ensure behaviour and discipline is administered in a manner which is fair and consistent
- To have a system in place to reward children for positive behaviour
- To put sanctions in place to deal with unacceptable behaviour
- To maximise teaching and learning opportunities

Expectations for students, staff, teachers

Children are expected to:

- Attend school regularly and punctually
- Do one's best in work
- Take responsibility for their own work
- Keep the school and class rules
- Help create a safe and positive environment
- Show respect for staff
- Respect other children and their learning
- Participate in school activities

Responsibility of adults

- The adults in the school community have a responsibility to model the school's standards of behaviour in their dealing with each other and in their dealings with students.
- Parents are asked to model the standards that students are asked to respect. They should make themselves familiar with standards and encourage their children to behave accordingly.
- The ways in which parents and teachers interact will provide students with a model of good working relationships.
- Adults also have a responsibility to ensure children attend school. The school must report absences of 20 days or more to Tusla. Parents are asked to inform the school, in writing, of reasons for absences. These records will be kept on file and used to complete attendance forms for Tusla.

How we can promote a positive environment

We promote a positive environment in a number of ways -

- Through the SPHE, Religion and PE programmes we hope to encourage children to teach others with respect. Self esteem will also be fostered through these programmes.
- Appropriate language should be used at all times while engaged in school activities - language should demonstrate a tolerance and acceptance of others.
- Children should be encouraged to have a sense of responsibility for their own behaviour and work. Pupils should see that their behaviour can effect others work.

Roles and responsibilities of BOM and Staff

Under the Education Act 1998, each school has a patron who carries out specific functions. The BOM run the school on behalf of the patron.

The overall responsibility for ensuring that the code of behaviour is prepared in the school rests with the BOM. The BOM has particular responsibility for the ethos of the school as well as having overall responsibility for school policies.

It is the responsibility of the School Principal, under direction of the BOM, to lead the work on the Code of Behaviour.

Other staff members support the principal in the work of the Code. They bring their professional expertise in understanding the links between behaviour and learning.

Purpose and content of school rules

The school and classroom rules translate standards into practical guidance about the behaviour expected of children. Rules give clear boundaries and describe how our school can run well and help children develop into responsible individuals. Class teachers will discuss class rules with their class each year.

An example of some of our rules are as follows:

- Positive and appropriate language should be used on the yard and within the school environment
- For safety reasons children should play in their own yard area
- Children should stay within school grounds unless they have been given permission to leave.
- Children should wear school uniforms every day except PE/match days.
- Children should bring healthy lunches to school.
- Children should not cause any purposeful harm to other pupils or staff.
- Children should not purposefully damage any school property
- Children should not interfere with cars parked at the school or travelling past the school
- If a child has a problem on yard they are encouraged to talk to the teacher on yard supervision
- Chewing gum, fizzy drinks and lollipops are not to be brought into the school.
- Use of mobile phones, by pupils, are prohibited in the school. If children need to make an important call they may use the school phone.
- Entering school- Children must wait in designated area before school opening at 9.20am. Area- front of school outside the staffroom windows and the senior classroom

Leaving the school grounds:

School finishes at 2pm for infant classes and 3pm for all other classes. Parents are asked to collect their children promptly at these times. Infant parents are asked to collect their children at the school gate. If another person is collecting their child we ask parents to inform us of this.

After school children are asked to walk out of the school grounds carefully. Children getting on the school bus are encouraged to do so in an orderly fashion. Children travelling by bus are under Bus Eireann Code of Behaviour.

Safety of pupils:

In class:

- In class we ask children to remain in their seats while working - children should seek approval to move place.
- Children should be able to listen to others in class, with respect, and to listen to their teachers and to allow others do the same.
- Children should be encouraged to show respect to all teachers and visitors to classroom.
- As children have to leave the classroom to go to the toilet they are encouraged to ask before they leave the classroom, for Health and Safety reasons.
- Children should show respect for school property, the school environment and other pupils' property.
- Pupils should also treat other pupils with respect and endeavour not to hurt them.
- Pupils are encouraged to keep books tidy and to use neat work in copybooks.
- Pupils are encouraged to walk within the school.
- Pupils are asked to talk to each other at a pitch that will allow pupils and teachers the optimum working environment.
- Children should use respectful and inclusive language during all school activities.
- Children should not throw items around the classroom
- Under Substance Abuse Policy no drugs are allowed in the school. All persons must abide by this policy.

Reward Systems

Promoting good behaviour is the main aim of the code. Teachers may use a variety of strategies to promote good behaviour. Examples of our strategies are as follows:

- Teacher motivation - good marks, positive comments, praise.
- Use of merit awards - stars, stickers, certificates or prizes to promote and reward good behaviour.
- SPHE - strategies to promote self esteem and to discuss behaviour.
- RE programme - learning about our relationship with other people
- Treats - such as nights off homework, trips/outings, Golden Time etc.
- Notes in diaries/copies re behaviour and work.
- Report cards
- Parent -teacher meetings.

Support for bad behaviour

Despite the best efforts of the school inappropriate behaviour may occur. Even minor breaches may be disruptive to teachers and other pupils. Where a student's behaviour disrupts the teaching and learning of other students, the staff and BOM will have to balance the needs of the other pupils and staff against the needs of the child using classroom and individual intervention documents from NEPS publication "Behavioural & Emotional & Social Difficulties".

Staff will need to work together to deal with disruptive behaviour. This work can include:

1. Gathering and recording information about the behaviour.

2. Generate ideas about the solution.
3. Deciding and agreeing on specific strategies.
4. Implement the strategies
5. Review the progress.
6. Records of behaviour and interventions may also be kept.

Consequences for unacceptable behaviour

The purpose of a sanction is to bring about a change in unacceptable behaviour. Examples of sanctions that may be used are:

- Reasoning with the child
- Verbal reprimand
- Removal from group
- Withdrawal of privileges
- Prescribing extra work
- Withdrawal from particular lesson or peer group
- Detention
- Referral to principal
- Communication with parents
- Formal report to BOM
- Suspension
- Expulsion

Where and when our code of behaviour applies

Our code of behaviour covers all school activities where the child is the responsibility of the school. Activities such as school tours, matches, attending school events outside of school time are governed by the Code of Behaviour.

Policies and Procedures for suspension and expulsion

Suspension is defined as

“Requiring the student to absent himself/herself from the school for a specified, limited period of school days.”

Suspension should be a proportionate response to the behaviour which is causing concern. The decision to suspend requires serious grounds such as;

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

The BOM has authority to suspend a student.

Procedures:

Schools are required by law to follow **fair procedures** when proposing to suspend a student

- Inform the parents
- Give parents and student a chance to respond
- Generally no more than 3 days. (except in exceptional circumstances)
- BOM should formally review any proposal to suspend a student for 20 or more days in a school year (in total) Such a suspension can be appealed under Section 29 of the Education Act

Expulsion

The BOM of a recognised school has the authority to expel a student. As a matter of practice that authority should be reserved to the BOM and not delegated.

Expulsion should be a proportionate response to student's behaviour – should only be taken in extreme cases of unacceptable behaviour.

Grounds include:

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

Expulsion for a first time offence

- Serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

Procedures: (Fair procedures /right to be heard)

- Detailed investigation carried out under the direction of the principal (includes contacting parents re behaviour as with suspension)
- Recommendation to the BOM by the principal (parents informed of the same)
- Consideration of BOM of the principal's recommendation /and the holding of a hearing
- BOM deliberation and actions following the hearing (incl. informing NEWB/Tusla. The student cannot be expelled before the passage of 20 school days from the date the EWO receives the written notification)
- Consultations arranged by the EWO (BOM may consider suspending the student during this period if good order/H+S is threatened by the presence of the student)
- Confirmation of decision to expel – letter to parents, info on right to appeal (section 29)

Complaints procedures

Where a parent or child wants to discuss a concern re behaviour they are asked to contact the class teacher. Parents are asked to make an appointment to meet the class teacher. Children should talk to the teacher at a time when the teacher isn't busy so she can give the child her full attention.

Related policies

The policies that work with our Code of Behaviour are:

- Anti Bullying Policy
- Health and Safety Policy
- Homework Policy
- Substance misuse policy
- Administration of Medicine Policy
- SPHE Statement
- PE Statement
- Learning Support Policy / Special Needs Policy

Reviewing the code

We will revisit our work on the Code of Behaviour following further Guidelines or procedures from the DES/NEWB.

References

- Behavioural, Emotional & Social Difficulties- A continuum of support. NEPS 2010.
- Special Educational Needs a continuum of support NEPS
- Circular 20/90 Guidelines towards a positive policy for school behaviour & discipline. A suggested school code of behaviour & discipline for National schools.
- Section 23 Education Welfare Act 2000 required by the BoM to consult with Principal, teachers, parents, Educational Welfare Officer in prep. Code.
- NEWB- Develop a Code of Behaviour Guidelines for schools.