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| **St Ibars NS.** **Castlebridge,****Co. Wexford.****Tel**: 053 9159442**Fax:** 053 9159442**Website:**www.castlebridgens.ie **E-mail:** castlebridgens@gmail.com  | Logo |  **Scoil Naomh Iobhar.** **Castlebridge,** **Co. Wexford.** **Edward Lyons(Principal)** **Mr Eugene Byrne (Chairperson BOM)** |

**Code of Behaviour**

Related Policies available on request:

1. Anti-Bullying
2. Health & Safety Statement
3. Admission and Participation (Enrolment) Policy
4. Child Protection Policy.

# Introduction

Our School aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This will enable the child to live a full life and will equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society.

The staff are committed to the realisation of these Objectives. Our aim is to create a happy, secure environment for our pupils in which there is a sense of good order and a reasonable approach to discipline. In this way, a large group can be organised so that the school can operate smoothly for the benefit of all.

This revised Code of Behaviour comes into effect on 6th June 2015. The code has been considered by the Parents Association, Staff, Education Welfare Officer and approved by the Board of Management. It was ratified by a unanimous vote of Castlebridge Board of Management in June 2015. The code is mindful of the Curriculum, the school’s Health & Safety Statement, Anti-Bullying Policy, Admission and Participation Policy and Child Protection Policy.

# Discipline for Learning (DFL)

In our school, we have a positive approach to teaching and learning. Positive rules for behaviour in class and out of class are learned by pupils at the beginning of their school year. Pupils are disciplined by being motivated to keep these rules.

We have many ways of recognizing good behaviour and effect including awards, stamps, positive cards, smiles, positive comments, homework passes ,student and class of the week. Good behaviour and achievement will be recognised. Consistent positive influences are the key to success in our school.

# Restorative Practice

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

# Restorative Questions to respond to Challenging Behaviour

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

# To help those harmed by other actions

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

# General Guidelines for Behaviour

All pupils are expected to behave in a reasonable manner both to themselves and to others, showing consideration, courtesy and respect for other pupils and adults at all times. Respect must be shown at all times. Respect must be shown for the property of the individual and of the school at all times.

The Golden Rules as formulated by the staff from the previous Code of Behaviour. These are:

1. (a) Respect every one and be polite always.

(b) Bullying is never ok.

 (c) Listen to people.

 2. (a) No messing.

 (b) Follow teachers’ instruction and always to do your best.

 3. (a) Be on time and be prepared.

 (b) Be honest, kind, gentle and helpful.

1. Let you and your work be neat and complete.

 5. (a) Keep school clean and tidy.

 (b) Look after property.

 6. Walk inside school and on the paths.

1. Dress appropriately for school: uniform should be worn.
2. Never leave class or school without permission.
3. Bring a note for absence, etc.

 10. No phones; mobiles must be switched off and kept in bags.

# Code of Behaviour

The code of Behaviour covers the following areas:

* Behaviour in class
* Behaviour in the playground
* Behaviour in the school environment and behaviour on school outings
* Attendance at school/Education Welfare Act
* Homework after school and extra-curricular activities.

# Behaviour in class

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards a teacher (e.g. defiance, cheek, insolence) are unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with the right (e.g. constant disruption of the class persistent distracting of others) is considered unacceptable behaviour.

In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher. At the beginning of each academic year, the class teacher may draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. They should where possible emphasise positive behaviour (e.g., ‘Walk’ and not ‘Don’t Run’).

# The Essential Classroom Rules

1. Be ready for class
2. Good manners are expected at all times
3. Always do your best and allow others to do the same
4. Raise hand wait for attention and listen to the person who is speaking
5. Take good care of personal and classroom property
6. Ensure you are safe in class and make it safe for others
7. Respectful towards others

# Behaviour in the Playground

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be prohibited.

Any behaviour which interferes with other pupils play is not permitted. Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher, this includes re-entering the school building.

# The Essential out of Class Rules

1. Stay within the boundaries in yard
2. Play safely and fairly. Treat others fairly, the way you would like yourself to be treated
3. Keep yard and school environment litter free and tidy
4. Stay clear of fire alarm and respect all school property
5. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.

# Behaviour in the School Environment & Behaviour on School outings

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is unacceptable. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Pupils must show respect for school property at all times. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

Pupils are encouraged to be respectful of each other on their way to and from school. When on school outings pupils are expected to behave in an orderly manner and show respect for public property. They should always co-operate fully with their teachers and special needs staff. All our rules apply to visitors to the school.

# Attendance/Education Welfare Act

Under the Education Welfare Act 2004, absences or lateness must be explained by a brief note written in school journal and signed by parent. Absences of 20 days or more must be referred by the school to Education Welfare Board. Any child wishing to leave school early must have a note signed by their parent. The Education Welfare Officer is available to support parents with attendance issues. Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to office secretary. Parents/Guardians must sign out pupils who are collected early from school. Daily attendance and punctuality are required from pupils. School opens to receive pupils at 9.10am each morning. After a pupil has been absent, a note from the parents must always be brought to the class teacher upon the pupil’s return to school. When a pupil has to leave school early (i.e. before 3pm or 2pm for Junior/Senior Infants) a note from parents must be brought to the class teacher stating the time at which the pupil is to leave. The Principal files returns two times a year to the Tusla. Please refer to School Attendance Policy.

# Homework

It is the policy of the school to assign homework on a regular basis. The time taken for this will vary from child to child, but should in most cases take between 30 minutes and one hour. Homework is recorded in the pupil’s journal. Parents should sign the homework journal to confirm that the work has been fully attempted.

If for some reason homework (or part of it) cannot be completed, parents are asked to note this in the homework journal.

Generally, homework is not given at weekends. Written work must be done neatly and carefully. Graffiti on textbooks and copy books is not permitted. Please refer to the school Homework Policy for further information.

# Jewellery

Students are permitted to wear stud earrings and watch only.

**Mobile phones/IPods/Electronic Games**

Use of mobile phones, IPods and electronic games during school hours is strictly forbidden. All phones must be switched off and kept in school bags at all times. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment and will only be returned to the parent or guardian of the pupil.

# School Uniform

All pupils must wear the school uniform.

Appropriate shorts during Summer Term preferably navy in colour.

# School journal

The school journal is an important communication tool between parents and the school. Please read and sign the journal each night. Please ensure the personal information page is your school journal is completed.

# Misbehaviour Sanctions

Sanctions will be appropriate to the age and developmental stage of the student and take account of the cultural background of the student. Sanctions will be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a child with special educational needs).

The use of sanctions or consequences should be characterised by certain features:

* It will be clear why the sanction is being applied
* The consequence will relate as closely as possible to the behaviour
* It will be made clear what changes in behaviour are required to avoid future sanctions
* There will be a clear distinction between minor and major offences
* It will be the behaviour rather than the person that is the focus

The following steps will be taken when a child behaves inappropriately. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour. The list is by no means exhaustive or sequential. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again if necessary to help the pupils devise strategies for this:

1. Reasoning with pupil

2. Verbal reprimand including advice on how to improve

3. Repetition of task if not satisfactorily completed which may be completed in the HUB

 **The use of the room called the Hub is for Health and Safety and Child Protection reasons and is supervised at all times. The use of a recording sheet will be used in the hub to identify the class and the behaviour.**

4. Recording of incident in Yard book or class book

5. Prescribing extra work.

6. Staying in hub at break for incomplete homework without a note on the second occasion.

7. Spending lunch break indoors completing work.

8. Communication with parents.

9. Temporary separation from peers within class or in the yard

10. Temporary removal to another class or area. (In the event of refusal to leave a classroom, the whole class may be removed to another area until the situation has been resolved).

11. Loss of privileges.

 If the class teacher and the Principal feel that an incident warrants an immediate use of this sanction it will be used.(e.g. withdrawal from swimming, school tour etc)

12. Referral to Principal

13. Principal communicating with parents

14. Suspension

 This procedure is used in the case of gross misbehaviour and or health or safety grounds:

a) If the other stages are exhausted or there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. If considered warranted the Principal reserves the right to suspend the pupil for 3 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 their Chairperson of the BoM may suspend a pupil for 5 school days.

c) A meeting of the BoM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

Appeal

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

15. Expulsion

 This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

# Grounds for Expulsion

* Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
* Continued presence of pupil constitutes a real and significant threat to safety
* Pupil responsible for serious damage to property.

# Automatic Expulsion

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Possession of illegal drugs
3. Supplying illegal drugs to other pupils in the school
4. Actual violence or physical assault
5. Serious threat of violence against another pupil or member of staff.

# Procedures in Respect to Expulsion

1. Detail investigation by school Principal
2. Recommendation by Principal to BoM
3. BoM considers Principal's recommendation and holds hearing
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision.

# Conclusion

The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self discipline.

# Review

This Policy was reviewed on the 19th March 2019 with some minor changes.

**Ratification**

This Policy was ratified by all members of the Board of Management on 3rd of June 2016

Signed: Mr Eugene Byrne

 Chairperson of the Board of Management. Date 19/4/2019

**Appendix 1**

**1. Children with Special Needs**

All children are required to comply with the 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 in consultation with parents and class teacher, learning support/resource teacher, Special Needs Assistants and or Principal will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from the National Educational Psychological Services, psychologist or from other psychological assessments will in 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.

**2 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 aim to:

* Create a positive climate with realistic expectations
* Promote, 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, religion, ability and disability
* Show appreciation of the efforts and contribution of all
* To discourage physical aggression and encourage children to behave accordingly to the golden rules

**2.1 Role of the Board of Management**

The role of the Board of Management is to support the Principal and staff in implementing the policy. The Board will be informed at its subsequent meeting if a suspension has taken place, with due care being given to the confidentiality of the situation.

**2.2 Communicating with Parents**

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers will 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 parents have been established and are being reviewed regularly.

Parents will be 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 are to be used at all levels within the school:

* Informal parent/teacher meetings and formal parent/teacher meetings
* Through children's homework journal (infants do not have a homework journal - check bags)
* Letters/notes from school to home and from home to school
* School notice board
* Telephone contact
* Textaparent
* School Website

*Please return this page to your child's teacher*

St Ibars N.S. Castlebridge

Recognising that good behaviour is essential to the smooth running of our school

(Name & Class) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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will at all times behave in accordance with the Code of Discipline. We accept that our co-operation is also required in the maintenance of good discipline. We accept that sanctions may be necessary in the event on non-compliance.

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

 (Parent/Guardian)

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

 (Parent/Guardian)

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