

KILNADEEMA NATIONAL SCHOOL

SCOIL NÁISIÚNTA CILLÍNÍ DÍOMA KILNADEEMA, LOUGHREA, CO. GALWAY (H62DK53)

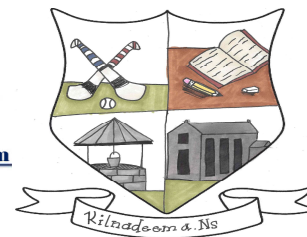
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Code of Behaviour

Aims:

The aims of the Code of Behaviour are:

- to ensure the safety and wellbeing of all members of the school community.
- To promote the safety and happiness of all children in the school.
- To allow for the smooth and harmonious running of the school.
- To promote self-discipline among the children attending the school.
- To enhance the learning environment of the school by promoting a sense of mutual respect among 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

The teachers and The Board of Management are committed to the realisation of these aims. Parents of children in this school have been strongly supportive of these aims for many years. The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. This means a strong sense of community within our school and a high level of co-operation among teaching staff and between staff, pupils, parents, Board of Management and ancillary staff.

Our policy is based on the principles of caring, fairness, respect, tolerance, compassion and courtesy.

If our school is to achieve a happy, secure environment where the children can develop and learn to the full potential, a positive, friendly, caring and encouraging atmosphere will provide a framework which promotes constructive behaviour and discourages unacceptable behaviour that is dangerous to oneself, others or which may be disruptive or anti-social. Therefore, every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school.

The school places greater emphasis on rewards than on sanctions. The agreed code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers.

1. Guidelines for behaviour in our school

Standards of behaviour

The standards of behaviour set out:

- The expectations for pupils, staff and parents and how they will treat each other.
- The kinds of behaviour and relationships that will create a positive environment for teaching and learning.
- The adults in this school have a responsibility to model the school's standards of behaviour in their dealings both with the students and with each other, as their example is a powerful source of learning for students.

The standards of behaviour expected from all members of the school community are:

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

Standards which signal unacceptable behaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft

The standards below describe the commitment the school expects from students to their own learning and to that of their peers. This commitment includes:

- Attending school regularly and punctually
- Doing ones best in class
- Taking responsibility for one's work
- Keeping the rules
- Helping to create a safe, positive environment
- Respecting staff
- Respecting other students and their learning
- Participating in school activities

Our school rules reflect these standards.

Our School Rules – Pupils’ Responsibilities

For my own safety and that of others-

- I will be careful coming to and going from school.
- I should remain seated in class when requested.
- I will not climb the perimeters around the school grounds.
- I should hand up my mobile phone to my teacher if I bring it to school and it must be switched off.
- I should never run in the school building.
- I should never be in the front of the school unsupervised.
- I should never leave the school building or yard during school times without permission.

School Rules: Caring for Myself

- I should keep my school bag, books and copies in good order.
- I should be at school when school commences at 9.20 a.m. No pupils should be in the school building without the permission of a teacher before this time.
- I should show respect for my school and be proud to wear the complete school uniform every day. (Appendix A – Uniform Policy)
- I may not wear make-up or hair gel to school.
- I will keep jewellery to a minimum – watch, studded earrings.
- I should always be aware of my personal cleanliness and hygiene.
- I will try to make my lunch as healthy as possible and limit foods from the top shelf of the food pyramid. I may not bring chewing gum, crisps, fizzy drinks or glass bottles to school. One treat is allowed on a Friday.
- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework to the best of my ability. If for some reason my homework is not completed fully an explanation in writing from parents/guardians should be provided.

School Rules: Caring for Others

- I should be polite and mannerly.
- I should be kind and respectful to teachers and pupils.
- I should be truthful and honest at all times.
- I should remain quiet and orderly in my class line.
- I should behave well in class and always follow the class rules.
- I should always keep my school clean and ensure my classroom is clean and tidy every evening.
- I should show respect for the property of other pupils, the school building and grounds.

- I should never make nasty or hurtful remarks to other pupils.
- I should always include other pupils in all our games and activities.
- I should not engage in rough play in the classroom or the school yard
- I should apologize when I am in the wrong.

The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.

Classroom rules will be devised by each class teacher in consultation with the pupils at the beginning of the school year. These will be displayed in each room and taught to the children as will the school rules

Students with special educational needs

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanors, they will also show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

The following strategies are used to promote good behaviour in our school:

- There are good relationships between teachers, parents and pupils and a happy school atmosphere.
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established – e.g. entry to the classroom, settling down after break times, noise level for pair/group work. etc.
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree five to seven rules stated in terms of observable behaviours.
- Teachers use a **classroom management plan** to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences that apply when a child fails to adhere to the rules.
- Parents are welcome in our school and staff consult with them where necessary.
- We acknowledge positive behaviour with a note in the homework journal, by praising children on their behaviour and by rewarding them (see below).
- Serious incidents in the yard should be reported to the class teacher and recorded on Aladdin.
- Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils.
- Teachers are punctual at all assembly times.

- Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences.
- SPHE is used as a structure within which to address the teaching of social skills, self-esteem and respect and care for others
- Agreed yard rules are in place for the playground which are understood by all. Supervision arrangements are in place, including arrangements for wet days, pupils using the toilets and pupils who become ill or injured.

Rewards For Good Behaviour

- Note re. good or improved behaviour in child's homework journal.
- 'Catch me Being Good' cert.
- Golden Time
- Merit Marks/House Points
- Responsibility for a class job e.g. distributing materials, delivering note to other classes etc.
- Homework Pass.
- Certificate once a month (being helpful, kind, etc.) to encourage good behaviour.
- Public Praise.
- Class Party.
- Star of the day, Star of the Week, Cool Cat etc.
- A visit to another member of Staff or to the Principal for commendation;
- A treat from the teacher

2. Responding to inappropriate behaviour:

An understanding of the factors that influence behaviour is fundamental to developing and implementing the school's code of behaviour. Staff are familiar with the factors that influence behaviour in the guidelines, and staff will consider reasons why particular behaviour has emerged and is ongoing. These will be taken into account when planning intervention and support to encourage a child to modify behaviour. The list below is an indication of what the school considers to be minor and serious misbehaviour, although it is not possible to provide an exhaustive list of misdemeanours.

Minor Misbehaviour

- Interrupting class work (e.g. walking around the classroom without permission; talking at the wrong time; making noise; fiddling; eating at the wrong time)
- Wearing incorrect uniform
- Running in the school building.

- Leaving litter around the school.
- Not responding to the school bell in a timely manner.
- Disruptive behaviour in the bathroom.
- Lack of compliance with school policy on uniform, hair and make up.
- Being discourteous, unmannerly or answering back.
- Not completing homework without good reason.

It is important to note that these are examples only and other types of misbehaviour will also incur sanctions.

More Serious misbehaviour (unacceptable and strictly forbidden):-

- Vandalism of any kind including writing graffiti
- Rudeness/giving cheek
- All types of bullying or threatening behaviour
- Laughing/jeering at others mistakes or disabilities
- Fighting
- Showing disrespect to teachers or ancillary staff
- Stealing
- Possession of dangerous objects
- Truancy/ Absenteeism
- Disobedience/defiance
- Passing offensive racist or religious remarks to other pupils, teachers, ancillary staff and visitors.

The following is a possible list of sanctions:-

- Initial warnings, oral, visual, etc.
- Child is asked to apologise to the relevant party.
- Child is asked to undo damage if possible.
- Temporary separation from peers, friends or others. This includes changing the seating arrangement in class or temporary removal to another classroom.
- Loss of privileges.
- Detention during a break
- Prescribing additional work to be signed by parents/guardian.
- Communication with parents-either verbal or written, depending on circumstances.
- Referral to Principal Teacher.
- Referral to Chairperson of Board of Management.
- Suspension (temporary)

Before resorting to serious sanctions, e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage rather than as a last resort.

Where a pupil wilfully disregards school rules and infringes on rights of others to participate in school activities the sanctions already listed will be used to show disapproval of unacceptable behaviour.

3. Suspensions

Normally, other interventions will have been tried before suspension and the school staff will have *reviewed the reasons why these have not worked*. *Suspension can provide a respite for staff and the pupil*, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour. The decision to suspend a pupil will follow from serious/gross misbehaviour:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students
- 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

Procedures for Suspension

The Board of Management and Staff of Kilnadeema N.S. will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour (Chapters 10 – 12).

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person (p73). Automatic suspension will apply in the event of a student engaging in gross misbehaviour (see above).

The Board of Management will also take note of the factors to consider before suspending a student (p.72) and the factors to consider before proposing to expel a student (p82).

In relation to suspension:

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone.
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension.
- The Board of Management has delegated responsibility for suspension to the principal in the event that immediate suspension of a pupil is warranted (Guidelines p73). The parents/guardians and child will be invited to discuss the matter with the Principal and the procedures governing suspension will be applied.
- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- A written statement of the terms and date of the termination of a suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. The letter will confirm;
 - the period of the suspension and the dates on which the suspension will begin and end
 - the reasons for the suspension
 - any programme of study to be followed

- the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management the right to appeal to the Secretary general of the Department of Education and Science (Education Act 1998 Section 29).

The suspension will be recorded on the Tusla portal via the '*Student Absence Report*' (when applicable).

When a period of suspension ends, the pupil will be re-admitted formally to the class by the principal. The school will help the pupil catch up on work missed and the pupil will be given the opportunity and support for a fresh start.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Principal and/or the chairperson of the Board of Management.

If a pupil continues to misbehave s/he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil's parents/guardians to address the issues.

As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.

The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively.

Section 29 Appeal – when the total number of days for which the student has been suspended in the current school year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal.

4. Expulsions

PROCEDURES FOR EXPULSION – The procedures outlined on pages 83 – 86 of the guidelines will be followed (see steps 1-6 below):

- Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence - see p. 81. Automatic expulsion will apply in the event that

- ❖ The pupils 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 student is responsible for serious damage to property.
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- Step 1 – A detailed investigation carried out under the direction of the Principal
 - Step 2 – A recommendation to the Board of Management
 - Step 3 – Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing
 - Step 4 – Board of Management deliberations and actions following the hearing
 - Step 5 – Consultations arranged by the Educational Welfare Officer
 - Step 6 – Confirmation of the decision to expel
 - A record will be kept in the school of all instances of serious misbehaviour by pupils.
 - Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the Principal
 - Other relevant school policies (eg. Health & Safety) will be referred to as appropriate.
 - The school's Anti Bullying Policy is attached to this policy.

5. Keeping Records

A standardised record system is developed within the school which will be kept in any incidents of serious misbehaviour by a student. A record system has also been established for recording incidents on the playground both positive and negative. All records in relation to suspension and expulsion will be carefully recorded and reported. All interventions aimed at helping the student deal with inappropriate behaviour will be recorded including use of sanctions. Records will be kept in accordance with the data protection act and the schools policy on records keeping.

6. Procedures of notification of a pupil's absence from school

When a child is absent, a written note explaining the reason for the child's absence **must** be given to the class teacher when the child returns to school. Parents / guardians must complete a standard "Absence Note" which will be found at the back of each child's (1st-6th) school diary and will be sent home on a Junior or Senior Infant pupil's return to school explaining the reason

for the child's absence. In the event of not receiving an explanation note from parents this will be recorded by school staff.

Parents are asked to note mid-term breaks and end of term closures when planning family holidays. It is inadvisable for students to miss time out of the school term due to holidays.

If a child is absent for 20 days the school is obliged to inform the NEWB. In the event of a child missing 20 days from school, parents will be informed of this in writing.

If parents have a doctor's or medical cert for a child's absence due to illness, a photocopy is required by the school for verification purposes.

7. Implementing the code

Communicating the code

- All parents will be provided with a copy of the code of behaviour before registration of the child as the student of the school. The parents must confirm in writing that the code is acceptable to them and that they will make all reasonable efforts to ensure compliance of the code by their child. The expectations of the code will be communicated to parents at a parent information evening.

Teaching students the behavioural and learning skills they need

- During the month of September at the beginning of each school year the children will be taught the behaviours that are expected from them. This will be done at each class level.

Securing parental support for the code

- Parental understanding and support for the code will be strengthened through:
- Encouraging parents to share information about anything that might affect a student's behaviour in school, alerting parents at an early stage to concerns about a student's behaviour, clear channels of communication open to parents and information offered to parent's such as talks or workshops on behavioural matters and aspects of child and adolescent development.

Success Criteria:

- Positive feedback from the whole school community
- Observations of behaviour in the class, yard, toilets and corridors.

- Happy and caring school atmosphere
- The number of recordings in the yard book

Roles and Responsibility:

A. School Staff

- To co-ordinate, monitor and the implementation of the policy and in partnership with teachers.
- To model positive behaviour
- To manage the classroom in such a way that children are positively engaged.
- To involve the pupils in drawing up rules for class-room.
- To teach the school rules in a way that is appropriate to each class level.
- To display rules in classroom.

B. Ancillary Staff operating under the guidance of the Principal and Deputy Principal.

- To model positive behaviour
- To co-operate with principal teachers in the implementation of the code.

C. Parents/Guardians

- To encourage their children to keep the school rules
- To co-operate with the school in the implementation of this and other policies.
- To model positive behaviour

Implementation Date: 1st January, 2020

Timetable for Review: Review at end of 2020 – 2021 school year and each year thereafter.

Ratification and Communication:

- Ratified by the Board of Management
- Circulated to members of Parents' Council

- Circulated to ancillary staff
- Circulated to all parents/guardians via internet and Newsletter
- Published on school website.
- Class meetings with parents at beginning of school year.

The School Code of Behaviour was read by _____ on _____.

I / We undertake to ensure that my child / children upholds this Code of Behaviour for the safety and happiness of all in the school.

Signed: _____

Appendix A

Kilnadeema National School – Uniform Policy

Our School Uniform

Royal blue jumper / cardigan

Navy pinafore / skirt / trousers

Pale blue shirt/ blouse

Navy tie for special occasions

Dark footwear.

Our School Tracksuit


Plain navy percale tracksuit bottoms


Royal blue crested sweatshirt

Pale blue polo shirt.

Runners

Crested School Jacket (OPTIONAL)

 Junior and Senior Infants pupils may wear tracksuits daily all year.

 Pupils must wear the correct uniform each day. A mix of tracksuit and the main uniform is **strictly prohibited**. No denim jeans, cords or ‘skinny’s’ will be accepted. If a child has to come to school without the correct uniform, he / she must bring a written note to the Principal.

Summer Uniform

Pale blue polo shirts and **plain navy** shorts are acceptable from May 1st on or at the discretion of the Principal depending on the weather.

Winter Uniform

All pupils may wear tracksuit from November 1st to February 1st only or later at the discretion of the Principal depending on the weather.