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## **Code of Behaviour**

Updated Sept 2020

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## 1. Introduction

The Code of Behaviour for Baconstown National School has been drawn up following a process of consultation between the Board of Management, teachers and parents. The code has been ratified by the Board of Management.

## 2. Mission Statement

Within the atmosphere and ethos of a Catholic school, we in Baconstown School aim to ensure:

- That each child develops, academically, personally and socially to the best of their ability.
- That they develop an enthusiasm for life-long learning and a thirst for knowledge.
- That each child acquires an appreciation of their religion and a respect for other religions, other people and the world in which they live.

## 3. Aims of the Code of Discipline

- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment 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 school rules, rewards, and sanctions are implemented in a fair and consistent manner.

## 4. Behaviour in class

Pupils are expected to:

- Show courtesy and respect for others in order to ensure a safe, happy and secure learning and working environment.
- Co-operate fully with instructions given by the teacher.
- Complete, to the best of their ability, oral and/or written work assigned to them in school and/or for homework.



- Leave and return to classrooms in an orderly fashion.
- Bring all required books, copies and materials to school and home each day.
- Keep their own area, and the classroom, neat and tidy at all times.
- Remain seated and quiet in the event of the teacher having to leave the classroom.
- Treat the property of the school and other pupils with respect.
- Wear the correct uniform each day. (See uniform policy)

## **5. Behaviour in Yard & School Environment**

- Pupils must accept the authority of all staff members.
- For reasons of safety and to minimise accidents pupils will move about the school in an orderly fashion.
- Boisterous behaviour, rough play and dangerous games are prohibited.
- Permission must be sought to re-enter the school building, from supervising teachers.
- Drinks, games, gadgets and mobile phones are not allowed in the yard.
- Pupils must keep playgrounds litter free.
- When the bell rings at the end of breaks, children must walk in an orderly fashion to their line.
- A child with any injury must be reported to the teacher on yard supervision. This teacher must ensure that this injury has been attended to. A sticker will be given to the children informing parents that their child has had cause to visit the first aid room. The injury should also be recorded in the Injury Book. When necessary, parents may be asked to bring their child home or the child may be brought to a doctor or hospital.
- At break times on wet days, pupils must remain seated and may not leave their seats without permission from the teacher on duty.

## **6. Behaviour during School related Activities off the School Premises:**

Pupils taking part in school-related activities off the school premises, such as educational outings, swimming and sports events, are required to act responsibly, to listen to and obey the instructions of teachers, supervisors and guides, to be courteous to others and to respect property.

## **7. Promoting Positive Behaviour**

In Baconstown School great emphasis is placed on setting high expectations and affirming good behaviour.

- Each class has a reward system in place whereby stars/class dojos etc are awarded by staff members for a variety of reasons relating to positive behaviour and work in the school environment. Once the target is reached the class receive a reward.



**Teachers may also adopt some of the strategies listed below:**

- Behaviour record chart where individual or group is awarded.
- Class treat at discretion of the teacher.
- Small prizes or stars presented in class.
- A night free of homework or homework passes.
- Extra school privileges or responsibilities.
- Note of praise, sticker, comment or stamp on pupil's work.
- Pupils who have made an exceptional effort may have their work displayed and/or shown to other teachers or principal.
- End of year certificates.

**8. Procedure to deal with misbehaviour:**

It is important the children know in advance what the sanctions are and that it is the behaviour, not the child that is being reprimanded. Sanctions are necessary to register disapproval of unacceptable behaviour.

**The following sanctions may be used:**

**Stage 1:** Verbal reprimand including advice on how to improve

**Stage 2:** On the third reprimand the child should be separated from peers using a "time out" zone. The time period will depend on class level and the nature of the misdemeanour.

From second class on extra work may be prescribed at this stage.

**\* In the case of more serious or challenging misbehaviour stages 1 & 2 may be skipped.**

**Stage 3:** Loss of privileges e.g. Golden Time, yard activities, yard time and curricular/extra-curricular areas under certain circumstances.

For a short period of time the child may be removed from their classroom and supervised by a neighbouring teacher during which time, written work may be given.

**Stage 4:** Oral or written communication with parents should be made if misbehaviour persists.

**Stage 5:** Referral to Principal.

**Stage 6:** Principal communicates with parents via phone call or meeting. A record of this or any written communication will be kept by the principal.

**Stage 7:** For gross misbehaviour or repeated instances of serious misbehaviour the board of management has the authority to suspend. This authority is delegated to the principal and was done formally and in writing at our BOM meeting.

A decision to suspend a student requires that:

- The student and parents are informed of the complaint; and
- Parents and students are given an opportunity to respond.



A student should not be suspended for more than three days, except in exceptional circumstances, where the principal considers that it is warranted to achieve a particular objective. Where a suspension longer than three days is being proposed by the principal, the matter should be referred to the board.

A board of management may wish to authorise the Principal, with the approval of the chairperson of the board, to impose a suspension of up to five days in circumstances where a meeting of the board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions. The board should normally place a ceiling of 10 days on any one period of suspension imposed by it. Pupils should not be suspended for an indefinite period

**Stage 8:** The board of management has the authority to expel a student. As a matter of best practice, this authority is not delegated. Expulsion should be proportionate to the student's behaviour and should only be invoked in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour, and be satisfied that they have exhausted all possibilities for changing the student's behaviour. There may be exceptional circumstances where a board forms the opinion that the student should be expelled for a first offence, e.g. actual violence or physical assault.

Decisions to **expel** should follow fair procedures including:

1. A detailed investigation carried out under the direction of the principal.
2. A recommendation to the board of management by the principal.
3. Consideration by the board of management of the principal's recommendation; and the holding of a hearing with the parents/pupil if necessary.
4. Board of management deliberations and actions following the hearing, including informing the National Education Welfare Board of its opinion. (the student cannot be expelled before the passage of 20 days from the date that the NEWB receives this written notification)
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Decisions to expel are subject to appeal under Section 29 of the Education Act.

### **9. Examples of misbehaviour**

The following are examples of the types of misbehaviours which children may be reprimanded for:

- Ignoring teachers' instructions.
- Cyber-bullying.
- Inappropriate use of the internet.
- Distracting other students or constant talking.
- Not carrying out or completing assigned work in school or at home without good reason.



- Displaying a bad attitude to others in the school.
- In light of Covid-19 deliberate coughing or spitting at another pupil
- Use of bad language.
- Being dishonest or lying.
- Unruliness on corridor.
- Vandalism or theft of other pupils' or school property.
- Use of a mobile phone.
- Consistent late arrival.
- Assault or verbal abuse of another child or member of staff.
- Bullying or intimidation.
- Engaging in dangerous games, rough play or boisterous behaviour e.g. fighting, kicking, spitting, biting etc.
- Leaving the school grounds without permission.
- Persistent infringement of any school rule.

**N.B Teachers should keep a written record of all incidents.**