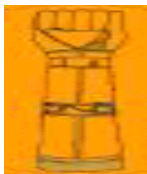


Scoil Lachtaín Naofa,
Achadh Úr,
Co. Chill Chainnigh.

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Scoil Lachtaín Naofa



St. Lachtain's National School,
Freshford,
Co. Kilkenny.

Uimh. Rolla: 00796U

Príomhoide:
Breandán Ó Teimhneáin.

Code of Behaviour Policy.

Aims:

To create a caring, ordered environment based on respect and tolerance where each child can feel secure and confident.

Rationale

In order to create and maintain a happy, safe and effective environment for teaching and learning, a framework or code of guidelines and rules is necessary whereby positive behaviour is promoted and unacceptable behaviour is discouraged. While recognising the individual rights of each pupil, the school also acknowledges the right of all pupils to education in a relatively disruption-free, safe environment. The Board of Management appreciates the co-operation of teachers, parents and pupils in devising and implementing the code. The code was ratified by the Board of Management.

It will be further reviewed as circumstances require and in accordance with legislation.

Aims

1. To provide guidance for pupils, teachers and parents with regard to behavioural expectations
2. To provide for the effective and efficient operation of the school
3. To achieve a safe school environment for all members of the school community
4. To develop pupils' self-esteem and to promote positive behaviour
5. To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
6. To facilitate the education and development of every child
7. To foster caring attitudes to one another and to the environment
8. To enable teachers to teach without disruption
9. To recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour

Implementation.

- 1. In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment.**
- 2. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers in a fair and consistent manner, with due regard to the age of the pupils and individual difference.**
- 3. The school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results.**
- 4. The school recognises the variety of differences that exist between children and the need to accommodate these differences.**
- 5. 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 and between staff, pupils, and parents.**
- 6. The rules are being kept to minimum and are positively stated in terms of what pupils should do.**
- 7. All efforts will be made to match the curriculum to the abilities, aptitudes, and interests of each pupil. This should help to reduce boredom, lack of interest or lack of progress.**
- 8. The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of a common responsibility for good order within the school premises.**

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 should aim to:

- Create a positive climate with realistic expectations.*
- Promote positive behaviour, 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, ability and disability.*
- *Show appreciation of the efforts and contribution of all.*
- *Discourage physical aggression and encourage 'Kind Hands, Kind Words, Kind Feet'.*

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

Parents are expected to: -

- *Equip pupils with appropriate school materials, sufficient healthy lunch and full uniform*
- *Be courteous towards pupils and staff*
- *Make an appointment to meet with a teacher/Principal by contacting the school office*
- *Respect school property and encourage their children to do the same*
- *Label pupils' coats and other property*
- *Supervise their children on school premises when collecting other pupils or visiting the school*
- *Remember that, as the Board of Management is responsible for the health & safety of all staff and students, parents are requested not to approach or reprimand any child, other than their own, on the school premises.*

School Rules

- ✓ *We show respect for self and others*
- ✓ *We show respect for our own property and the property of others*
- ✓ *We show respect for other students and their learning*
- ✓ *We are kind and willing to help others*
- ✓ *We follow instructions from staff immediately*
- ✓ *We walk quietly in the school building*
- ✓ *We show courtesy and good manners*
- ✓ *We try to use respectful ways of resolving difficulties and conflict*
- ✓ *We ask permission to leave the classroom/school.*
- ✓ *We do our best in class*
- ✓ *We take responsibility for your own work*
- ✓ *We wear the appropriate uniform.*
- ✓ *We follow our Healthy Eating Policy.*

These can be summed up as 6 Golden Rules. These 6 "Golden Rules" will be the main ones used for infant classes. Rules apply during school-time and during all school related activities.

- *We listen. We don't interrupt.*
- *We are gentle. We don't hurt others.*
- *We are honest. We tell the truth.*
- *We are kind.*
- *We work hard. We don't waste time.*
- *We look after property. We don't damage things.*

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the "Golden Rules". Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasize positive behaviour (e.g. 'Walk' and not, 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

In the belief that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but when they have behaved particularly well.

The majority of the pupils in our school are well behaved and give of their best throughout the school day. They are co-operative, diligent and courteous and enjoy school life.

Incentives/Reward System

Part of the vision of Scoil Lachtaín is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given:

- ❖ Ensuring that pupils are treated fairly, equally and firmly
- ❖ A quiet word or gesture to show approval
- ❖ A comment in a pupil's exercise book
- ❖ A visit to another member of staff or the Principal for commendation
- ❖ A word of praise in front of a group or class
- ❖ Delegating some responsibility or privilege
- ❖ A mention to a parent – written or verbal
- ❖ 'Bualadh Bos' in class or special mention at assembly.

In an attempt to acknowledge and reward their endeavours, while also encouraging those less well motivated, the following are examples of reward systems that are currently in place in our school: Class Economy, Class DOJO, Homework Passes, Student/Group of the Week/Month, Secret Student, Sticker/Star Chart etc.

9. Unacceptable Behaviour

Three levels of misbehaviour are recognised: **Minor, Serious and Gross**. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

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

Examples of Minor Misdemeanours:

Generally dealt with at class teacher level

Arriving late for school/ running in school building/not listening and speaking out of turn/ leaving litter around school/ being discourteous or unmannerly/ not completing homework without good reason/ bringing electronic equipment or mobile-phones to school/ bringing in chewing-gum

Examples of steps to be taken by teachers when dealing with Minor Misdemeanours

- The class teacher will normally deal with classroom misdemeanours.
- Verbal reprimand and reasoning with the pupil, including advice on how to improve, setting realistic targets.
- Time out from friends and others (to reflect on the misbehaviour).
- Loss of privileges such as 'Golden Time', Game time, extra recreation time etc.
- Noting incidence of yard misbehaviour in yard/class book
- Note in homework journal or other to parents.

Examples of steps to be taken when dealing with REGULAR occurrences of Minor Misdemeanours:

- A record is kept of regular instances of misdemeanour.
- Following frequent instances of misdemeanour the pupil is sent to Principal/Deputy Principal.
- The child may receive a break time detention (supervised) with written work.
- Class teacher meets with parent(s)/guardian. Details of all misbehaviour will be given to parents.

Examples of Serious Misdemeanours:

Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)/ behaviour that interferes with teaching and learning/ telling lies/ stealing/ damaging or interfering with another person's property or school property/ back answering a teacher/ leaving school premises during school day

without appropriate permission/ using or writing unacceptable language/ misuse of fire equipment.

Examples of steps to be taken when dealing with Serious Misdemeanours:

- Pupil is sent to Deputy Principal/ Principal
- Principal/Deputy Principal contacts parent/guardian
- Pupils may be removed from activity if endangering self or others
- The child will write an account of what they have done. They may receive detention (supervised) with written work. Temporary separation from peers, friends and others may also occur.
- A record is kept of all serious misdemeanours.

Examples of Gross Misdemeanours:

Deliberately vandalizing school property/ aggressive, insulting, threatening or violent behaviour towards any person/ bringing alcohol, drugs, cigarettes, matches, weapons or any harmful substance to school.

Examples of steps to be taken when dealing with Gross Misdemeanours:

- Principal/Deputy Principal contacts parents/guardians immediately and parents/guardians will be called to meet the principal in the school.
- While waiting for the parents'/guardians' presence in the school or while the discussion is taking place, the child may be removed from class and placed in another classroom with written work to do. The child writes an account of what happened and how they will behave in the future. If necessary, suspension or expulsion may be considered.
- The Board of Management has authorised the Chairman or Principal to sanction an immediate suspension following discussion with the parents/guardians. If the parents/guardians do not attend the meeting, the pupils may be suspended and parents/guardians informed by letter.

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that

message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour. (Anti-Bullying Policy)

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to bullying are explored continually during SPHE lessons and using Anti-Bullying Week, Friendship Week, Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning

- keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this:

- a) Reasoning with the pupil
- b) Reprimand (including advice on how to improve)
- c) Temporary separation from peers, friends or others within class and/or temporary removal to another class
- d) Loss of privileges
- e) Detention during a break
- f) Prescribing additional work
- g) Communications with parents/guardians
- h) Referral to Deputy Principal / Principal
- i) Principal communicating with parents/guardians
- j) Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Usually sanctions will relate as closely as possible to the behaviour.

Teachers shall keep a written record of all instances of serious misbehaviour, interventions employed and whether or not improvements in the behaviour of disruptive pupils have occurred. Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents/guardians will be utilized. Parents/guardians will be involved at an early stage, rather than as a last resort.

Every effort will be made to have a child with special needs who displays challenging behaviour referred for psychological assessment. Help may be sought also from support services within the wider community, e.g. Community Care Services.

10. Suspension and Expulsion

Communication with parents/guardians will be verbal or by letter, depending on circumstances. The parents/guardians concerned will be invited to come to the school to discuss their child's case. For gross misbehaviour or repeated instances of serious

misbehaviour, suspension may be considered. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour, depending on circumstances.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorize the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents/guardians.

In certain circumstances the Principal, with the approval of the Chairperson of the Board of Management, may suspend a pupil for 5 school days.

A meeting of the Board of Management 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.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parents/guardians may apply to have the pupil reinstated to the school. The parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Appeal

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

Expulsion

Expulsion may be considered in an extreme case in accordance with the Rules for National Schools and the Education Welfare Act 2000. The authority to expel lies only with the Board of Management and cannot be delegated. The key grounds for considering expulsion is where the continued presence of a pupil constitutes a real and significant threat to safety.

Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act 2000.

Procedures in Respect of Expulsion

1. Detailed investigation by school principal.
2. Recommendation by principal to the Board of Management.
3. The Board of Management considers Principal's recommendation and holds hearing.
4. The Board of Management decides if expulsion is appropriate. If the Board of Management recommends expulsion, the Board will propose a date which will allow a 20-day cooling off period.
5. Education Welfare Officer is informed of proposal to expel the pupil and effective date of that proposal.
6. Parents/guardians of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent/guardian. (See Circular Letter M48/01)
7. Education Welfare Officer arranges consultations.
8. Confirmation of decision.

Communicating with parents/guardians

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

Parents/guardians are 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, and provide the school with copies of any reports or psychological assessments detailing any special needs.

The following methods of communication are to be used within the school:

- *Informal/formal meetings between parents/guardians and teacher either face-to-face or by phone (through the school office)*
- *Through children's homework journal (Infants do not have a homework journal, please check bags for notes.)*
- *Letters/notes from school to home and from home to school*
- *School notice board*
- *Newsletters/school web-site/e-mails*
- *TextaParent service.*

11.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/guardians and the class teacher, learning support/resource teacher, and or principal all involved will work closely to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be incorporated.


- *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.*

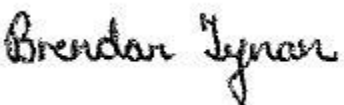
12. In formulating the code, the Board of Management considered a submission relating to the possible content of a code received from, and discussed with, the body representing the parents of the pupils attending the school. All members of the teaching staff have been involved in planning the code. A copy of this code has been made available to all parents/guardians.

Related Policies available on request:

1. Anti-Bullying
2. Health & Safety Statement
3. Enrolment Policy
4. Child Protection Policy.

The Board of Management hereby delegates to the Principal the power to suspend a child for a period of up to three days.

Signed:  [Chairperson, Board of Management]

Signed:  [Principal]

Date: 20th December 2021

Date of next review: Dec. 2023

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, he/she learns to condemn

If a child lives with hostility, he/she learns to fight

If a child lives with ridicule, he/she learns to be shy

If a child lives with shame, he/she learns to feel guilty

If a child lives with tolerance, he/she learns to be patient

If a child lives with encouragement, he/she learns confidence

If a child lives with praise, he/she learns to be appreciative

If a child lives with fairness, he/she learns justice

If a child lives with security, he/she learns to have faith

*If a child lives with approval, he/she learns to like
himself/herself*

If a child lives with acceptance and friendship

He/She learns to find love in the world.

