



*Code of Behaviour*

*Scoil Phádraic Caitlín*

*Donabate*

*Co Dublin*



# Code of Behaviour

## Scoil Phádraic Cailíní

### Donabate

### Co Dublin

**“Helping all our children realise their full potential in a happy caring environment”**

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#### **School Ethos**

The ethos of our school plays a major role in establishing and maintaining high standards of behaviour and discipline. These are vital for efficient implementation of educational goals and the smooth running of this school.

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. It is agreed that a high standard of behaviour requires a strong sense of community within our school and to achieve this, we maintain a high level of co-operation among all the staff and between staff, pupils and parents.

The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for good order within the school premises.

#### **The aims of the Code of Behaviour of Scoil Phádraic Cailíní are:**

- To provide guidance for pupils, teachers and parents on behavioural expectations
- To ensure the safety and well being of all members of the school community
- To develop pupils’ self-esteem and to promote positive behaviour
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption

## **Implementation**

Promoting good behaviour is the main goal of the code. The staff will endeavour to highlight positive aspects of pupil behaviour and work at every opportunity either individually or on a class basis.

Children have an inherent need for a safe and secure environment. Teachers model positive behaviour, by treating children and adults with respect and building up a positive relationship with the children.

In general, children react well to routines and boundaries. Establishing and maintaining rules and routines in the classroom has been shown to promote positive behaviour.

## **General Guidelines for Positive Behaviour**

Our school rules are designed to encourage self-respect and respect for others. Many encourage values and attitudes that have a bearing and a significant well beyond the school gates, for example those that refer to punctuality, neatness and courtesy. Parents can be enormously supportive of the school's endeavour by discussing the rules with their children and helping them to understand why they should be observed.

- All children are expected to behave in a responsible manner showing consideration, courtesy and respect for other pupils and adults at all times
- Children are expected to show respect for all school property and keep the school environment clean and litter free
- Bullying will not be tolerated
- Children must walk while in the school building at all times
- Children are expected to be in school on time and to stay until school ends. Children who come in late or need to leave early for whatever reason need to be collected by an adult and have a signed note from parents
- Children are expected to obey teachers' instructions and to work to the best of their ability
- Children should remain seated at all times while the class teacher is not in the room.
- Children should have mobile phones switched off during school hours (9.00 to 2.40) and kept at the bottom of their school bag. If a child is found with a mobile

phone switched on, the phone will be confiscated. The phone may be collected from the Principal's office by a parent/guardian. All other electronic gadgets are not allowed

- Behaviour on School Tours – Children are expected to uphold the school's code of behaviour while on school tours and representing the school at various outings

## **Caring for Self**

### **School Uniform**

A school uniform helps a child to feel that she belongs to a school. It helps to prevent undesirable competition in clothes. Our uniform consists of:

- Grey Pinafore / School Trousers
  - Grey Cardigan / Jumper
  - White Shirt
  - Grey socks / Grey tights
  - Tie & Crest (available in school only)
  - School track suit with red polo shirt
  - Footwear – black or brown low-heel shoes or boots. No Ugg-style boots or pumps (for safety reasons)
  - P.E. footwear – Sports style runners with non-marking soles. No Converse or Pastry style footwear as they are not suitable for P.E.
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- Children are expected to take pride in their appearance and to wear the school uniform / tracksuit on appointed days
  - Long hair must be tied back at all times
  - Each child must have a wash-bag with a small towel (regularly washed) and soap to wash their hands, in their school bag
  - In the interest of safety jewellery is limited to a watch, one small ring on finger and one set of studs or small sleepers in the ears. No facial jewellery
  - No make-up, nail varnish or fake tan
  - Crisps, nuts and eggs (for safety), sweets, chewing gum and fizzy drinks are not allowed in the school. Please encourage your child to eat a healthy lunch

## **Behaviour in Class**

It is important that the classroom environment is such that the teacher may teach effectively and the pupils progress appropriately. Each pupil must therefore respect the right of the other to learn. Any behaviour which interferes with this right is considered unacceptable and will incur sanctions. Bullying whether physical, verbal, psychological or cyber is not permitted. Each pupil is required to co-operate fully with the teacher's

instructions. At the beginning of each academic year the class teacher will draft a list of class rules with the children. These reflect and support school rules but are presented in a way that is appropriate to the children.

### **Behaviour on the Yard**

Every effort is made to ensure the comfort and safety of the pupils in our care. Conduct which in any way threatens the safety and well-being of the individual or the group is therefore not permitted. This includes rough behaviour such as fighting, kicking, dragging, spitting etc. Pupils may enter the school only if the teacher on duty has given permission. Pupils may leave the playground only if the teacher on duty has given permission.

### **Strategies Promoting Positive Behaviour**

Strategies are chosen from among the following:

- A quiet word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Written or verbal communication with parent

### **Sanctions for Breaches of Discipline**

Two levels of misbehaviour are recognized by Scoil Phadraic Cailini: Minor and Serious. All everyday instances of a minor nature are dealt with by the class teacher. If a child is involved in a minor breach of discipline strategies will be chosen from among the following;

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class
- Prescribing extra work
- Loss of privileges
- Continuous misbehaviour of a minor nature – behavioural plan

Serious misbehaviour is defined as 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 and theft. If a child is involved in an incident of a more serious nature, the following strategies will be used:

- Referral to Principal
- Communication with parents
- Detention during/after school hours
- Communication with Principal, parents/guardians and Chairperson of the Board of Management
- Suspension (temporary)
- Expulsion

### **Suspension and Expulsion**

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For serious misbehaviour or repeated instances of serious misbehaviour suspension may be considered. The parents concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend the school to meet with the Chairperson and the Principal. If the parents 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 the 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 implemented in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of serious misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise 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. The Board of Management as required by law will at all times follow fair procedure when proposing to suspend a pupil as outlined in paragraphs 10.3 and 10.4

of the National Educational Welfare Board's publication *Developing a Code of Behaviour: Guidelines for Schools*.

### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s 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.

### **Expulsion**

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the *Education (Welfare) Act 2000*. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

### **Procedures in respect of Expulsion**

Schools are required by law to follow fair procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

**It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.**

## **Appeals**

At the time when parents are being formally notified of a suspension or expulsion, they and the student will be told about their right to appeal to the Secretary General of the Department of Education and Skills under section 29 of the *Education Act 1998* and will be given information about how to appeal.

## **Board of Management's Responsibilities**

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code
- Make code of behavior available to parents

## **Principal's Responsibilities**

- Promote a positive climate in the school
- Ensure that Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as required

## **Teachers' Responsibilities**

- Support and implement the school's Code of Behaviour
- Create a safe working environment for each pupil
- Recognise and affirm good work
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern

## **Pupils' Responsibilities**

- Attend school regularly and punctually
- Listen to their teachers and act on instructions/advice
- Show respect for all members of the school community



- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Bring correct materials/books to school
- Follow school and class rules

### **Parents'/Guardians' Responsibilities**

- Encourage children to have a sense of respect for themselves and for property
- Ensure that children attend regularly and are punctual
- Be interested in, support and encourage their children in their school work
- Be familiar with the code of behaviour and support its implementation
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Communicate with the school in relation to any problems which may affect child's progress/behaviour

**Ratified by Board of Management on \_\_\_\_\_(Date)**

**Signed \_\_\_\_\_**  
**Chairperson, Board of Management**