



Newtowngore N.S.

Roll no. 09353I

Newtowngore, Carrick-on-Shannon, Co. Leitrim, N41 RY65

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CODE OF BEHAVIOUR

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

The code is mindful of the Curriculum, the school's Health & Safety Statement, Anti-Bullying Policy, Admission Policy and Child Protection Policy.

Aims:

- In devising the code, consideration has to be given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development
- Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school
- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights 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
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies on website/office and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

Principles:

- The school recognises the variety of differences that exist between children and the need to tolerate these differences
- 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, parents and pupils
- Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner

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, 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
- Show appreciation of the efforts and contribution of all

Parents Section

As the BoM is responsible for the Health and Safety of all staff and students, parents are asked to refrain from approaching or reprimanding another person's child on the school premises.

The Board will not tolerate any rude or threatening behaviour towards staff members. The Board of Management has a duty of care to protect their staff under the Health Safety & Welfare at Work Act 2005. Failure to comply with this request may result in an individual being asked to leave the premises and the Board will be informed. In serious cases the Gardaí may be called. Posting of slanderous comments on social media platforms about members of staff will also be deemed as a serious breach of the Code and may result in the staff member and /or Board taking legal action.

Parents who have a serious difficulty or wish to make a complaint may do so following the school's complaints procedures that are set out in the INTO agreed parental procedures stages 1-5. Following these procedures is very rare as most difficulties can be resolved locally with the teacher and/or the Principal.

Meetings with teachers and Principal must be by appointment. Supervision and teaching cannot be interrupted as a staff member cannot adequately supervise children while at the same time speaking to a parent. Every effort will be made to facilitate a meeting with the parent before or after school. If a parent has an urgent message for the teacher, we encourage parents to e-mail the school or a voice message can be left on the school phone. E-mails and phone messages will be checked daily by staff.

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 raffle tickets, awards, stamps, certificates, smiles, positive comments and homework passes. 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.

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

Behaviour in class

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards a teacher (e.g. defiance, cheek, disrespect) 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. Warning cards are used as a visual signal to highlight the 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.

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

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.

Attendance/Education Welfare Act

Under the Education Welfare Act 2000, absences or lateness must be explained by a brief note written on the school's absence note and signed by parent and teacher or an e-mail to the school stating their absence. Absences of 20 days or more must be referred by the school to Education Welfare Board. 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 the secretary. Daily attendance and punctuality are required from pupils. School opens to receive pupils at 9.10 each morning. When a pupil has to leave school early (i.e. before 2.50pm) a note or email from parents must be brought /sent to the class teacher stating the time at which the pupil is to leave.

School Opening and Closing Times:

- School opens: 9.10a.m.
- School Closes: Junior & Senior Infants 1.50p.m.
1st to 6th class 2.50 p.m.

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 20 minutes and one hour.

In the senior room, homework is recorded in the pupil's journal. In the junior room, homework is recorded on homework sheets. Parents should sign the homework journal/sheet 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/sheet.

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.

Electronic Devices

Pupils are not allowed to bring mobile phones, ipods, tablets, electronic games etc. to school. 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.

School journal/Homework Sheet

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

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. 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.

Examples of Minor misbehaviour:

- Interrupting class work/arriving late for school/running in the school building/talking in the class line/leaving assigned seat without permission at lunch time/placing unfinished food/drink cartons in class bin/leaving litter around the school/not wearing the correct school uniform/being discourteous/unmannerly/not completing homework without good reason/not having homework signed by a parent/endangering self/fellow pupils in the school yard at break time.

Examples of Serious misbehaviour:

- 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
- Other:- telling lies/ stealing/ inappropriate social or physical behaviour/ bullying/ answering back a teacher/frequenting school premises after school hours without appropriate permission/leaving school premises during school day without appropriate permission/not working to full potential/using unacceptable language/bringing weapons (by design and purpose) to school/deliberately injuring a fellow pupil

Examples of Gross misbehaviour:

- Assault on a teacher or pupil
- Aggressive, threatening or violent behavior towards a teacher or pupil
- Serious theft
- Serious damage to property

It should be noted that these lists consist of examples only: It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.

Sanctions

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

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment should be avoided as it breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately.

The list is by no means exhaustive. 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 and if necessary to help the pupils devise strategies for this:

Disapproval of unacceptable behaviour will be dealt with as follows-

The procedures and sanctions outlined here are what occur where there is persistent minor misbehaviour or serious misbehaviour by pupils. The particular stage used will depend on the seriousness of the misbehaviour.

- 1: Verbal warning (including advice on how to improve)
- 2: Written reprimand(Warning Card)- Five (Juniors)/Ten minutes (Seniors)- Time taken to reflect/repair on behaviour/actions.
- 3: Separation from Peers
- 4: Separation from Class
- 5: The child's parents/guardians will be informed.
- 6: Meeting with Class Teacher and SET teacher.

if a child is behaving badly over a certain period of time. Parents will be informed of their child's persistent misbehaviour at this stage and a meeting will take place.

7. The Principal will be involved and an Individual Behaviour Plan will be drawn up in consultation with parents/guardians, teachers and child. The plan will be implemented for a designated amount of time. Regular communication with parents/guardians will occur in order to support the child.

8: When all efforts have been exhausted. Suspension/expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by circular 7/88 and education Welfare Act 2000) and or follow procedures in Developing a Code of behaviour: Guidelines for Schools National Education Welfare Board

Procedures:

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, as follows:

Suspension and Expulsion

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

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 at the school to meet 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 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 and staff, 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.

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.

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.

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 the class teacher, special education teacher, and or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be 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.

Methods of Communicating with Parents

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

Parents 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.

The following methods are to be used at all levels within the school:

- Informal parent/teacher meetings
- Formal parent/teacher meetings (October/November)
- Through children's homework journal/sheet
- Letters/notes from school to home and from home to school
- School notice board
- Newsletter
- School website
- Messaging System (Aladdin)
- Email

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 will be reviewed on an ongoing basis and/or when the need arises.

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Ratified by Board of Management on 8/2/2023
Date

Signed Pat Johnston
Chairperson, Board of Management

