



Code of Behaviour



Tang N.S.

Roll Number: 08037Q

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Introduction

Good behaviour is based on good relations between parents/guardians, child and school.

In Tang N.S., we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement, reward and use of restorative practice so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

Principles underpinning the Code of Behaviour

Learning, behaviour and relationships are inextricably linked. Our School Code of Behaviour supports teaching and learning and thus encourages:

- children to take personal responsibility for their learning and their behaviour
- children to mature into responsible, participating citizens
- members of the school community to build positive relationships of mutual respect and mutual support
- the creation of a positive learning environment where the rights of others are respected.

Aims of the code

- 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 parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

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.
- To 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.

Standards of behaviour

Standards signal positive values and reflect the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Standards also signal the types of behaviour that are unacceptable. The standards and School Rules set by our Code of Behaviour aim to uphold the values of respect, kindness, willingness to help, courtesy and good manners, fairness to all, readiness to use respectful ways of resolving difficulties and conflict, readiness to show and accept forgiveness.

School Rules

1. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect other students and their learning
4. We are kind and willing to help others
5. We follow instructions from staff immediately
6. We walk quietly in the school building
7. We show courtesy and good manners
8. We try to understand others point of view and be fair to all
9. We try to use respectful ways of resolving difficulties and conflict
10. We are ready to forgive and accept forgiveness
11. We ask permission to leave the classroom/school
12. We do our best in class
13. We take responsibility for our own work
14. We wear the appropriate uniform.
15. We follow our Healthy Eating Policy.

These can be summed up as 6 Golden Rules:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.

3. We are honest. We tell the truth.
4. We are kind.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

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

All members of our school community are expected to show their commitment to the school rules and Code of Behaviour by:

- attending school regularly and punctually
- doing one's best in class
- taking responsibility for one's work
- keeping the rules
- play safely in the school yard and allow others to play safely too
- helping to create a clean, safe, positive environment
- respecting staff
- respecting parents
- respecting other students and their learning
- participating in school activities.

Class Rules

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 emphasise 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.

Strategies used to affirm and promote good behaviour

A range of strategies for promoting good behaviour at class and school level are needed. We aim for consistency across the teaching team in the promotion of good behaviour.

Some of the strategies to promote and affirm good behaviour include:

- Actively teach/model good behaviour
- Specify clearly what constitutes good behaviour and praise accordingly - "Catch them being good."
- Reinforce expectations that constitute good behaviour at the beginning of each term e.g. behave in a respectful manner towards all, uniform code, need for punctuality in class and assembly, play safely in the yard etc.
- Verbal affirmation
- Note home re positive/improved behaviour - "Happy Gram"
- "Token Economy"- the use of merit system, stickers, stars, smiley faces, points etc. to earn privileges based on positive behaviour for an individual, a group or a class.
- Star pupil/writer/table of the week

Incentives/Reward System

Part of the vision of *Tang N.S* 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:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- 'Bualadh Bos' in class or special mention at assembly.

Field trips, annual school tours and our end of year special event will be reserved for those who have consistently strived to behave well.

Unacceptable Behaviour

Despite the promotion of good behaviour, the school recognises that on occasion unacceptable behaviour happens. 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.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.
- Any minor misbehaviour that persists
- Refusing to do class work or homework
- Lying

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including repeated lying, bullying, harassment, discrimination and victimisation)
- Behaviour that constantly or deliberately interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.
- Use of mobile phones by pupils while in school

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft

- Serious Damage to property
- Bullying
- Carrying drugs, alcohol, cigarettes

It should be noted that these lists consist of examples only: They are not meant to be exhaustive lists of misdemeanours and procedural steps.

School Policy on Bullying

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- **PHYSICAL:** includes pushing, shoving, punching, kicking, poking, tripping, throwing objects at someone, hitting, grabbing, pinching, physically threatening or intimidating others.
- **PROPERTY:** taking belongings without permission, hiding/stealing/damaging someone's belongings.
- **VERBAL/ EMOTIONAL:** name calling which hurts, insults or humiliates, verbally threatening or intimidating others, teasing, taunting, spreading rumours about someone, lying or making up things that another person said or did, threats or persistent hurtful remarks or discrimination regarding sensitive areas e.g. gender, race, sexual orientation, appearance, dress, progress, colour, culture and disability. Repeatedly laughing at, making fun of, excluding, isolating or shunning a child. Threats to extort money or possessions. "Cyber/text/written" bullying e.g. writing threatening, hurtful or nasty notes or texts about someone, or posting threatening, hurtful or nasty images, notes or texts to social media or texting groups about someone. Intimidation and repeated targeting of another with the intention of hurting, making them angry or upsetting them or while knowing another was getting hurt/angry/upset.

Examples above are not an exhaustive list.

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 Stay Safe, Walk Tall, Antibullying Campaign Materials, Webwise lessons, 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.

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.

Incidents of bullying will be dealt with in accordance with our Anti-Bullying Policy in the first instance and may also be dealt with under our Code of Behaviour where deemed necessary.

Procedures for addressing unacceptable behaviour

The school will address unacceptable behaviour using the following strategies:

Problem solving approach:

1. Gather information.
2. It is imperative that the context and factors that may be affecting behaviour are understood.
3. Consultation with parents may be necessary.
4. Generate ideas about possible solutions.
5. Parents may also have input to this process.
6. Consultation with senior members of staff may also be appropriate.
7. Decide on agreed and specific strategies to address the problem
8. Implement agreed strategies consistently.
9. Review Progress.

Whole School Strategies

Elements of our whole school approach to managing unacceptable behaviour include:

1. Agreed descriptions of behaviour – to include accurate and factual description of the nature, frequency, intensity and persistence of behaviour, observations of any changes to behaviour over time, in different contexts, with different members of staff.
2. This will enable staff to identify the function of the behaviour, identify patterns to the behaviour (ABC's) and help to formulate responses which are based on objective data.
3. Staff have agreed arrangements for recording behaviour – the use of the yard note book will allow the staff to track, systematically, any behaviour that is a cause for concern.
4. Staff will review the yard book once per term at a staff meeting to identify trends or patterns in behaviour and formulate a positive plan to address unacceptable behaviour.
5. School rules and code of behaviour is reviewed with Students in each class as part of the review process and at least once every school year, preferably at the start of the year when devising class rules.

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.

1. Reasoning with pupil/Use of Restorative Practice process
2. Verbal reprimand to remind the child of rule being broken and include advice on how to improve
3. Simple Choice – Teacher will present the child with a choice e.g. I want you to put the marker back in your pencil case or you can leave it on my table.
4. Temporary separation “time-out” from peers within class and/or temporary removal to another class
5. Prescribing extra work/homework/writing out the story of what happened
6. Loss of privileges – e.g. loss of extra yard time, golden time, his/her next turn at a classroom job (lights monitor, messenger, handing out books)
7. Detention during break or after school (duration of detention to be determined by staff in proportion to the behaviour)
8. Communication with parents to devise action plan to help improve behaviour
9. Meeting between teacher, parents and Deputy Principal or Principal (may also involve the pupil)
10. Referral to Principal/Deputy Principal
11. Principal communicating with parents
12. Formal report to the Board of Management
13. 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.

It must be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

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 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, 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 Education Welfare 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, learning support/ resource 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.

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 of communication are to be used within the school:

- Informal/formal parent/teacher
- 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
- School web-site/e-mails
- TextaParent service.

Review

This policy will be reviewed as required.

Ratification & Communication

This Policy was communicated to and ratified by the Board of Management of Tang National School at its meeting held on 19th March 2024.

Signed: Caitríona Behan
Principal

Date: 19th March 2024

Signed: John Burke
Chairperson

Date: 19th March 2024