



**St. Ailbe's National School**  
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### **Code of Behaviour St Ailbe's N.S.**

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

In **ST Ailbe's 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 and reward 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.

#### **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 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.**

### **MY CODE OF CONDUCT**

1. I will be gentle. I will not hurt anyone.
2. I will be kind and helpful. I will not hurt people's feelings
3. I will be honest. I will not hide the truth.
4. I will listen. I will not interrupt.
5. I will look after property. I will not waste or damage things.
6. I will work hard. I will not waste time.

## **School Safety . For my own safety and that of others**

1. I will be careful coming to and going from school. I will wait inside the school gates for my parents/ guardians to collect me and I will walk on the foot path outside the school gate when entering and leaving the school premises
2. I will use the pedestrian crossing whenever I have to cross the road.
3. I will always walk, not run, while in the school building.
4. I will let adults pass in the corridors.
5. I will remain seated in class and while eating lunch, unless with permission.
6. I will be well behaved as I arrive into the school yard, before entering the school building.
7. I will always show respect for my fellow pupils when out in the yard.
8. I will walk quietly and in an orderly fashion in my line to and from the yard.
9. I will be fair. I will not tell silly tales.
10. I will use the toilet properly and wash and sanitize my hands.
11. I must bring a note of explanation following absence or if I am late for school.
12. I will never leave the school grounds without the knowledge and permission of my teacher or Principal.
13. I am not permitted on the school grounds outside of school hours unless on school business.
14. I will dispose of my tissues into the appropriate bin.
15. I will sanitize my hands as recommended by my teachers.

## **Caring for Myself**

1. I will respect myself and my property, always keeping myself, my schoolbag, books and copies in good order.
2. I will always be in time for school.
3. I will show respect for my school and be proud to wear our school uniform every day. I will bring a change of clothes and shoes for training/ P.E/ running.
4. I will have my clothes labelled.
5. I will be aware of my personal cleanliness. I will not wear make up in school.
6. I will always do my best in school by listening carefully and working as hard as I can and completing my homework and my school work.
7. I will tell my teacher and or/ my parents if I am having problems in school.

## **Caring for Others**

1. I will be kind and respectful to my teachers, SNAs and my fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line.
2. I will behave well in class so that my fellow pupils and I can learn.
3. I will always keep my school yard and class room clean by bringing home unfinished food, drinks, wrappers etc.
4. I will show respect for the property of all my fellow pupils, the school building and the grounds.
5. I will be truthful and honest at all times.
6. I will step aside and allow others to pass when in the hall and corridor.
7. I will use please and thank you in my interactions with others.

St Ailbe's 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.

Rules apply during school time and during all school related 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. Positive behaviour will be encouraged. 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.

## **Bullying**

I will never bully others, I will never allow others to bully me and if it happens I will tell my parents and my teacher. I know the anti bullying code **SAY NO, GET AWAY, TELL SOMEONE.**

**Bullying is not acceptable and is not tolerated in ST Ailbe's N.S.**

I ..... have read this Code of Conduct and agree to always behave according to the code.

Signed .....Student

.....Parent/ Guardian

.....Teacher

# DISCIPLINE POLICY

## AIMS

In devising the Code of Discipline, consideration has to be given to the particular needs and circumstances of St Ailbe's N.S. 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.

## 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 between staff, parents and pupils.
- Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner.
- Classroom rules are drawn up and agreed upon at the start of each school year. They are taught and explained to each class by their class teacher. Children are made aware of consequences of rules not being adhered to

**Code of Behaviour for St Ailbe's N.S. is attached.**

**This Code of behaviour must be signed by each pupil, their parents/guardians and teacher as soon as they enrol in St Ailbe's N.S. Our school is a' bully-free zone.**

## School Opening / Closing Time.

Assembly;	8 40 a.m
School begins;	8 50 a.m
School closes; Infants	1 30 p.m
Other classes	2 30 p.m

## Homework

It is policy of school to assign homework Monday to Thursday inclusive. Parents are strongly advised to take an active interest in their child's homework and to sign their homework as required by the class teacher. Parents are also asked to check regularly on their child's online platform (Class dojo or Edmodo) to ensure any assignments that need to be completed and are uploaded as instructed.

**Our Code of Discipline aims to promote and reward positive behaviour, in essence we endeavour to 'catch the pupils being good'. We also endeavour to build strong home/school links based on fair and clear expectations and open and honest dialogue. We encourage parents to contact staff as soon as possible if they have any concerns regarding their child's behaviour.**

## **Incentives/Reward System**

Part of the vision of *St Ailbe'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.

The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should their child's behaviour be deemed to be unacceptable.

- If a parent refuses to meet with a class teacher the matter will be referred to the Principal. Any refusal to meet with the Principal and/or Chairperson will automatically be referred to the Board of Management and regarded as a serious breach of co-operation in our school behaviour policy.

## **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.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

Examples of serious misbehaviour include:

- 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
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft

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

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, etc.
- VERBAL: name calling which hurts, insults or humiliates.
- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

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 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 accordance with our Anti Bullying policy.

*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.

1. Reasoning with pupil

2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Detention during break or after school
7. Communication with parents
8. Referral to Principal
9. Principal communicating with parents
10. 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.

### **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. Communication with parents may be verbal or by telephone 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, staff member, 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, SET teacher, SNAs and 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 O.T. reports and all other relevant reports will be considered.

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/ emails, telephone calls from school to home and from home to school
- School notice board
- Newsletters/school web-site/e-mails
- TextaParent service.