



Policy on Code of Conduct **Stackallen N.S.**

Introduction

Aims of Primary Education

The aims of Primary Education may be stated briefly as follows:

- To enable children to live full lives as children
- To equip them to avail of further education
- To prepare them to live full and useful lives as adults in society.

Vision & Mission Statement for Stackallen N.S.

Stackallen N.S. strives to provide a caring, happy and secure educational environment. With a view to providing the highest possible teaching standards we actively promote staff development on an individual & collective basis. This is a Catholic primary school which fosters gospel values and holds our Catholic ethos as a cornerstone of school life. We endeavour to enhance the self-esteem of everyone in the school community, offering equal opportunities for all pupils to develop to their full potential in a well ordered and disciplined atmosphere where parental involvement is encouraged, and the wider community is served. As a staff committed to the realisation of these goals, our aim is to create a happy, secure working environment for our pupils, in which there is a sense of good order and a reasonable approach to discipline. This is done by having guidelines to direct behaviour for the good of all.

These guidelines constitute the school's **CODE OF CONDUCT**.

Aims of a Code of Conduct

The aims of a code of conduct are:

- To help create a positive learning environment in which every pupil can benefit from school.
- To help pupils to become more self-disciplined and to encourage good standards of behaviour.
- To help organise a large group so that school can operate smoothly for the benefit of all.
- To care in a practical way for pupils, staff, the school and its environment.

Promoting a Happy School

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school, involves a whole school approach. Teachers explain the code of conduct on a regular basis, teaching children the importance of respect for self and others. This results in sound relationships between teachers and pupils, leading to effective teaching and learning.

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.

Roles & Responsibilities of Staff

The Teaching Council have set out a code of professional behaviour and practice for teachers. In conjunction with this code, we expect teachers to:

- Be Courteous towards each other, pupils and parents
- Be prepared for lessons, professional and on time
- Dress in a professional and appropriate manner
- Communicate in a positive and appropriate manner
- Create a positive climate with realistic expectations
- 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

Roles & Responsibilities of Parents

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 through the school office
- Respect school property and encourage their children to do the same
- Label pupils' uniforms and other property.
- Supervise their young children on school premises when collecting other pupils or visiting the school
- Refrain from bringing family pets/dogs into the school yard

Content of the Code of Conduct

The Code of Conduct covers the following areas:

Behaviour in class
Behaviour in the playground
Behaviour in the school environment
Behaviour on school trips/outings
Attendance at school
Homework

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour. 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.

School Rules & Expectations

1: Rules regarding Behaviour in Class

- Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.
- Pupils are expected to have respect for their teachers and follow instructions given by them.
- Pupils are expected to go to and from their classroom in an orderly manner.
- Running is not allowed at any time in classrooms or corridor.
- Pupils are expected to show courtesy and respect towards other pupils.

2: Rules regarding Behaviour in the Playground

- Pupils are expected to have respect for the person and property of others.
- Pupils are expected to avoid rough play and bullying (verbal & physical).
- Pupils are expected to obey signals at the end of break.
- Pupils are only permitted to re-enter the school premises during break with the teacher's permission.
- Pupils are forbidden to climb walls, fences or trees.
- Bad language will not be tolerated in the playground.
- Pupils must remain in their own designated areas.

3: Rules regarding Behaviour in the School Environment

- Pupils are expected to move about the school in an orderly manner.
- Pupils are expected to show respect for school property.
- Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.

4: Rules regarding Behaviour on School Tours and Outings

As well as the normal standard of behaviour expected from all our pupils, the following should be noted when going on school tours or outings:

- Pupils must wear their uniform on all school tours and outings.
- Pupils must obey the instructions of teachers, drivers, tour guides, or anyone person designated to oversee them during the outing.
- Pupils are not permitted to absent themselves from the travelling group, except with the express permission of the teacher in charge.

5: Rules regarding Attendance at School

- Pupils are required to be regular in their attendance at school.
- After a pupil has been absent, a note from the parent / guardian must always be presented to the teacher or the reason posted on Aladdin on the pupils return to school. Sometimes parents phone the school office to explain an absence if the child is to be out of school for several days, parents are required to explain absences to the school as the Principal is required by law to report such absences to the National Educational Welfare Board.
- Pupils are expected to be on time for school each day and, in the event of a late arrival, bring a note to the teacher.
- Pupils are not permitted to leave the school premises for any reason, unless collected by parents or guardians. The collecting adult will be greeted by the secretary and the child's departure noted in the record book in the office.

6: Rules regarding Homework

- Homework consolidates work already done in school.
- It is given on a regular basis and pupils are expected to complete it neatly.
- Parents / guardians are requested to ensure that homework, written and oral is completed.
- If for some reason homework cannot be completed, then a signed note stating this should be sent to the class teacher or posted on Aladdin.

7. Rules regarding Miscellaneous items

- Pupils are expected to comply with the school uniform policy.

Reward Systems

The use of praise and rewards for good behaviour is promoted within the school. We aim to help children achieve their personal best - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. 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
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication.

The following are samples of reward systems currently in use in the school:

- Junior Classes – Stickers / Star Charts / Team or table of the week
- Middle Classes – Group of the week/ stickers in journals and copies/ golden time/ homework passes
- Senior Classes – Student/group of the week / month / golden time / homework passes
- Learning Support – Stamps / art

School Organisation

Yard –

Designated play areas for different groups / yard games provided / play equipment/ teachers assign teams

Supervision –

The yard has two adults supervising each break. Pupils who require bathroom visits during break must ask permission.

Wet Day supervision –

Pupils remain in their rooms – board games, colouring activities provided, movies to watch. Two Senior Children in each room from Infants to fourth help organise games – Three adults walk between classrooms - each have designated rooms to supervise. If a supervisor is absent, then the staff member next on the rota fills in.

Misbehaviours

Maintaining standards of behaviour will also involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are invoked, pupils should understand that what they have done is unacceptable and it is the misbehaviour that is rejected. The following are samples of unacceptable behaviours. This is not an exhaustive list.

Minor Misbehaviours:

Homework not done and no note on a continual basis, interfering with others, rudeness, borrowing items without asking, inattentiveness, answering out of turn, alienating friends, not wearing uniform.

Serious Misbehaviours:

Fighting, bullying, bad language, bad attitude, name calling, exclusion, rough play, disrespecting others, hitting, back talking, belittling personal comments, damaging play equipment or school property, stealing, leaving school premises without permission.

Gross Misbehaviours

Gross Misbehaviours are where a student's behaviour has a seriously detrimental effect on the safe operation of the school. Examples of Gross Misbehaviour include:

- Serious damage to school property
- Striking a member of staff
- Serious physical violence which threatens safety of other pupils

A single incident of gross misbehaviour may be grounds for suspension.

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
- 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. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour. The list is by no means exhaustive. The aim of any sanction is to prevent the behaviour occurring again and if necessary, to help the pupils devise strategies for this. The particular stage used will depend on the seriousness of the misbehaviour.

1. Reasoning with the pupil (including advice on how to improve).
2. Reprimand or Warning regarding behaviour
3. Temporary separation from peers, friends or others. (5-10 minutes within own classroom/yard area to complete task at hand or calm down)
4. Consequence Sheets (5th & 6th class)
5. Teacher communicates with parents / guardians – solutions and strategies outlined. Teacher also informs Principal at this stage.
6. Referral to the principal or deputy principal.
7. Exclusion from some school outings.
8. Temporary suspension.
9. Expulsion

Communication with parents / guardians through letters, phone call or meetings will occur at all stages from stage four or where necessary so that parents / guardians are involved at an early stage rather than as a last resort.

Procedures in respect of Suspension. (as per pages 70- 77 of the NEWB Guidelines)

While the BOM has the authority to suspend, they have delegated this authority to the Principal together with either the Chairperson of the BOM or the Deputy Principal for periods of up to three days. The following procedures will apply:

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.

If suspension is still decided upon

- Principal notifies parent in writing of the decision to suspend. The letter should confirm.
 1. The period of the suspension and the dates on which the suspension will begin and end.
 2. The reasons for the suspension.
 3. Any study programme to be followed.
 4. The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
 5. The provision for appeal to the Board of management or secretary general of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
 6. Where the cumulative total of days reached 6, the NEWB will be notified.

Records and reports.

Formal written records will be kept of:

- The investigation (including notes of all interviews held)
- The decision-making process.
- The decision and rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

Expulsion. (As per page 82 of the NEWB Guidelines)

Procedures in respect of expulsion.

- A detailed investigation carried out under the direction of the principal.
 1. Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
 2. Give parents and students the opportunity to respond before a decision is made.
- A recommendation to the BOM by the principal (see page 84 NEWB guidelines)
- Consideration by the BOM of the principal' recommendations and the holding of a hearing. (see page 84 NEWB Guidelines)
- BOM deliberations and actions following the hearing. (page 85 NEWB Guidelines)
- If BOM is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB should be notified using a **Notice of Intention to Expel form** which is available on www.schoolreturn.ie or from their helpline (1890 36 3666). This form should be completed and sent to **School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.**
- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

Appeals.

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29)

Children with Special Needs

All children are required to comply with the Code of Conduct in Stackallen N.S. 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 considered 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.

The school endeavours to support each child on an individual basis and ensure that it's an appropriate school placement for the child. However, if it is the opinion of the Board of Management that the student poses an unacceptable risk to the health and safety of themselves, to other students, to school staff or to school property, a decision may be made to exclude the child from the school.

Expulsion may be considered in an extreme case in accordance with the Rules for National Schools and the Education Welfare Act. 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 if a decision is made in relation to expulsion, the parents/guardians will be informed of their rights according to Section 29 of the Education Act and a copy of the application form to appeal the decision will be forwarded to the parents/guardians

Signed on behalf of the Board of Management:

Chairperson: *Nora Meade*

Principal: *Rebekah Rafferty*

Date: 20/07/2022