



Scoil Maelruain Junior

Old Bawn Ave,
Tallaght
Dublin 24
01 4513967

www.scoilmaelruainjunior.org



Code of Behaviour Policy

Date	October 2022
Initial Draft	2005 Redrafted Oct 2022
Ratified by the Board of Management	28th November 2022

This is a continuous working document

Introductory Statement

This policy was formulated by Ms. J. McGrath, Mrs R. Nugent and Mrs M. Ryan in consultation with all the staff of the school, with parents represented by Amanda McEvoy and Ruth Murphy and with the Board of Management.

This policy was redrafted by staff members in consultation with all the staff of the school, with parents and Board of Management.

Rationale

Scoil Naomh Maelruain decided to review its Code of Behaviour because

- It is a priority area identified by the staff following an audit of the needs of the school in October 2005
- The existing policy does not reflect the needs of the school at this time
- It is a requirement under DES Circular 20/90 on School Discipline

Relationship to characteristic spirit of the school

Scoil Naomh Maelruain aims to be a happy, safe, respectful school where everyone can learn.

Aims

- To allow the school to function in an orderly and harmonious way
- To enhance the learning environment where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others

- To foster caring attitudes to one another and to the environment
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their cooperation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner
- To enable teachers to teach and children to learn without disruption
- To recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour

Content of policy

The implementation of Scoil Naomh Maelruan's Code of Behaviour is dependent on a strong sense of community and cooperation from all staff, pupils, parents and Board of Management.

The Code of Behaviour recognises the differences exist between children and the need to accommodate these differences.

Behaviours expected from each child in the school are:

- To be behaved and to show consideration for other children and adults
- To show respect for the property of the school, other children's and child's own belongings
- Each child is expected to do his/her best in school and for homework

Procedures for the classroom, yard and around the school environment that set a positive atmosphere in relation to pupil learning, behaviour and achievement:

- Classroom

At the start of the year each class draws up its own classroom rules and routines based on four basic rules:

Class safety rule:

In our class, we all have a **right** to feel safe.

We all have a **responsibility** to ensure that everyone else also feels safe.

Class respect rule:

In our class we have a **right** to be treated with respect.

We all have a **responsibility** to treat others with respect.

Class communication rule:

In our class, we all have a **right** to communicate.

We all have a **responsibility** to allow others to communicate also.

Class learning rule:

In our class, we all have a **right** to learn.

We all have a **responsibility** to allow others to learn.

- Routines as the children move around the school:

Children are expected to make way quietly, slowly and safely around the school.

- Yard/wet day playtime

Co-operate with the teacher on duty

Play safely with other children

Use appropriate language

Hands off people

Allow other children to enjoy playtime

Remain on yard throughout playtime.

Ask permission if a child needs to go inside during playtime. Child will be accompanied inside by another child.

Include others in games

Acceptable Use Policy for Digital Learning:

- Students will adhere to the Acceptable Use Policy for Digital Learning when using devices within the school.
- Any breaches of this policy are treated as a breach to our 'Code of Behaviour' and the consequences are outlined below.

CONSEQUENCES:

When each child chooses *to follow* the class behaviour agreement, the consequences are:

1. We will have a happy, safe, respectful class where everyone can learn and everyone can communicate.
2. Credits will be earned for individual reward and for whole-class reward. The rewards may be:
 - a. Lots of praise and support from the school staff
 - b. Report of good behaviour may be sent home to parent(s)/guardians
 - c. Reward stickers can be earned. When a card is full the child can take part in a lucky dip
 - d. The class/group can have Golden Time where they can select a favourite activity once-a-week
 - e. A child can have Individual Golden Time outside the weekly class Golden Time
 - f. Specific games on the yard
 - g. Child's name will be included in a jobs box
 - h. Other rewards to be suggested by the children

i. Homework pass

- Strategies for dealing with unacceptable behaviour

*** When a child chooses *not to follow* the class behaviour agreement, the rainbow code (cf page 9) is observed.

Child will be helped with the support of the parent(s)/guardian(s)/teachers to understand that s/he can prevent these steps from happening by following by the rule / routine as asked.

- Methods for the recording of breaches of behaviour in a classroom/yard
The class teacher/teacher on yard duty keeps a record of all instances of unacceptable behaviour in a Class Record Book/yard book.
- **Repair and rebuild**

All children can support each other in the class/playground. By following the Class Behaviour Agreement children support each other. Children support each other when they share and co-operate, when they say nice things, when they encourage and praise each other, when they listen, when they try to build a good spirit in the class.

Sometimes a child may not follow the Class Behaviour Agreement. When this happens the child must explain what rule s/he broke and why, others need to know why s/he feels the way s/he does feel (e.g. I feel angry because ..., I feel that this is unfair because ..., I feel tired because ...).

There are ways of sorting things out when things go wrong. These include:

- Listening to others and thinking about our actions
- Putting things right (e.g. apologising to the other person, promising not to do it again)
- Discussing feelings and actions with others (other pupils, members of staff, parents)
- Developing a plan for child to manage behaviour

Children with Special Educational Needs

In accordance with the Education for Persons with Special Educational Needs Act 2004, we are an inclusive school who takes into account the needs of children with SEN. For that reason teachers are mindful of the needs of these children and will adapt the Code of Behaviour and its expectations in line with the needs of the child. The expectations for each individual child may change when Class Behaviour Agreements are made taking into account and understanding the actions of children with additional needs. These expectations are shared with parents and teachers, especially in the context

of yard and wet day playtime, so that there is an understanding of these expectations for specific children with additional needs.

Suspension/expulsion procedures –

- If there are repeated instances of serious misbehaviour suspension will be considered by the Board of Management under rule 130 of the Rules for National Schools.
- Suspension/expulsion procedures are in accordance with the Education Welfare Act. Under Section 29 of the Education Act (1998), parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year (Circular 22/02). Accordingly, parent(s)/guardian(s) are advised of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student.
 - Parent(s)/Guardian(s) will be invited to attend the school to meet the principal/Chairperson to discuss serious repeated incidents of misbehaviour and their cooperation enlisted. If the parent(s)/guardian(s) do not give an undertaking that their child will behave in an appropriate way the child may be suspended for a temporary period of three days.
 - If the parent(s)/guardian(s) gives an undertaking that their child will behave in an appropriate way and the child continues to behave inappropriately the child may be suspended for a temporary period of three days.
 - In the event of a single incident of gross misbehaviour, a pupil may be suspended immediately to a maximum of three days.
 - For suspensions of six days or more, the Education Welfare Officer must consult pupil, parent(s), principal and other appropriate persons, and "make reasonable efforts to ensure that provision is made for the continued education of the child".
 - When suspension ends, parent(s)/guardian(s) will be asked to accompany the child to school to be formally re-admitted to the class by the principal.

25th February 2008

Code of behaviour is being posted to parent(s)/guardian(s) of children starting school In Junior Infants with a form requesting agreement with it.

September 2010

List of behaviours expected from each child in the school circulated to all parents and given to parents at induction meetings.

October 2022:

Parents will agree to the 'Code of Behaviour Policy' as part of the enrolment process of the school. An up to date version is available on the school's website.

	Who is responsible
Come to school on time	Parents
Respect all school property	Parents and child
Respect all school personnel	Parents and child
Wear uniform and safe footwear	Parents and child
Bring what you need – copies, books, lunch, coat and hat in winter	Parents and child
Ask for help if you need it	Child
Listen to the teacher and follow instructions	Child
Listen to other children	Child
Follow directions	Child
Wait patiently when teacher is talking to someone else	Child
Be kind to others – treat them as you would like to be treated yourself	Child
Do your best	Child
Say 'please' and 'thank you'	Child
Keep hands, feet and elbows to yourself	Child
Keep on the paths	Child
Keep off the grass	Child
Play safe games	Child
Share	Child
Put things away	Child
Take turns	Child
Help others	Child
Eat politely	Child
Drink politely	Child
Cover your mouth when you sneeze and cough	Child
Say sorry if you hurt or injure others	Child
Consider other people's feeling – How would you feel if	Child
Be truthful at all times	Child
Take ownership of actions – do not answer back or blame someone else	Child
Only come to school if you are well	Parents and child

If the misbehaviour impacts in any way on the health and safety of any child or member of staff our colour code emergency cards will be used. This will be followed by a phone-call to parents to request removal of his/her child from the school for the remainder of the school day and a full and proper apology on re-admission the next day.

September 2011

Rainbow Code of Behaviour is implemented

Scoil Naomh Maelruain aims to be a happy, safe, respectful school where everyone can learn. In order to attain this, the school's code of behaviour is being amended to provide an environment in which everyone is valued and encouraged to reach their full potential.

In the classroom

The children have been told about the **new rainbow system** which promotes positive behaviour. The 'rainbow system' has been introduced in all classrooms.

Five Golden Rules **must** be followed:

1. Always do as any teacher asks immediately
2. Kind feet, kind hands, kind words
3. Take turns talking and listen to others
4. Take care of your own property and school property
5. Move quietly and safely

- The **rainbow system** consists of six coloured coded steps. All children start on excellent each day.
- All First and Second class children who remain on excellent at the end of the day will record this in their journals.
- Junior and Senior Infants children will keep their daily record on a rainbow behaviour chart.
- If a child does not follow the rules s/he will move down the steps.
- If a child is **not** on green at the end of the day s/he will **not** have a record of excellent behaviour for that day.
- Should this happen to your child this will be an opportunity for you to discuss the reason for this with him/her.

Rainbow System

	(green)	Excellent
	(yellow)	Warning
	(orange)	Work alone
	(purple)	Lose time
	(red)	Note home
	(blue)	Send to principal

In the playground

- The **five golden rules** must also be followed on the playground.
- If any rule is broken the child will be asked to go to the '**Stop and Think Zone**' on the playground for five minutes.
- The child's name will be recorded in the playground incident book.
- If a child is in the 'Stop and Think Zone' more than two times in any one day, s/he must go indoors for the remainder of playtime for that day for supervised work.
- If a child's name is in the incident book three or more times in a week, the child will miss playtime on Friday. S/he will stay indoors with supervised work. If this happens you will be notified.

If any single incident of serious unacceptable behaviour impacts in any way on the health and safety of any child or member of staff, it will result in a phone-call to parents to request removal of the child from the school for the remainder of the school day. A full and proper apology is required on re-admission the next day.

All these practices will be reviewed throughout the school year.

A meeting was held with all parents of pupils in all classes to explain this system to them in September 2011

It is explained to parents at an induction meeting for new entrants in May of each year.

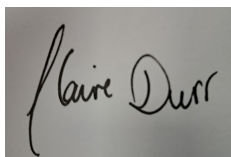
Date of latest review: September 2021

Reference Section

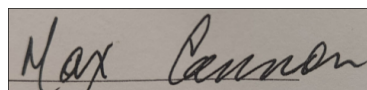
- Circular 20/90 on Discipline (DES website www.irlgov.ie/educ). Also as Appendix 54 CPSMA Handbook
 - Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
 - (1) Permanent exclusion from a school
 - (2) Suspension
 - (3) Refusal to enrol
 - Education Act, 1998 Section 15 (2(d)) (DES website)
 - Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5) (DES website)
 - Management Board Members' Handbook. Revised 2000. CPSMA.
 - (1) *Appendix 42 p.171 Rule 130 of the Rules for National Schools
 - (2) *Appendix 54 p.192 Guidelines for School Behaviour and Discipline.
 - (3) *Appendix 55 p.194 A suggested Code of Behaviour & Discipline for National Schools
- *These references apply until new guidelines are issued by the Education Welfare Board
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
 - Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools
 - Discipline in the Primary School INTO August 2002
 - Enhancing Self Esteem INTO 1995
 - Working Together. Procedures and Policies for Positive Staff Relations. INTO 2000
 - The Education Act 1998. The Education Welfare Act 2000. Questions and Answers INTO
 - The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
 - Quality Circle Time in the primary school. Jenny Mosley. LDA 2000
 - Working towards a Whole School Policy on Self-Esteem and Positive Behaviour. Jenny Mosley. Positive Press 2001
 - Code of Practice on the Prevention of Workplace Bullying. HSA 2002
 - Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
 - Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
 - Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
 - Stay Safe and Walk Tall Programmes
 - School's own SPHE Plan
 - Anti Bullying Unit. Trinity College. Dr. Mona O Moore.

- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Article in Solas (March 2001)
- Articles in Intouch
 - InTouch (April 2002) pg. 26 *Discipline For Learning*
 - InTouch (March 2002) pg. 22 *Circle Time*
 - InTouch (April 2000) pg. 33 *Circle Time*
 - InTouch (May 2001) pg. 31 *Calm classrooms using Montessori methods*
- NPC website www.npc.ie
- IPPN website www.ippn.ie
- INTO website www.into.ie
- SDPS website www.sdps.ie

Signed: 28th November 2022



Claire Durr, Principal



Max Cannon, Chairperson Board of Management