

INTRODUCTION

AIM OF PRIMARY EDUCATION

Aims and Philosophy

The Principal, Deputy Principal, Teachers, Special Needs Assistants and ancillary staff in partnership with the parents and Board of Management aim to provide a safe, caring, happy and disciplined environment where:

- Children's self esteem, self confidence, initiative and creativity can be nurtured.
- Each child can be educated without intimidation, ridicule, interruption or discrimination.
- Pupils are encouraged to take personal responsibility for their learning and their behaviour.
- All members of the school community treat each other with dignity, courtesy and mutual respect.
- Children are helped to mature into responsible, participating citizens.

All partners in the school community; Board of Management, teachers, SNAs, parents and pupils have a role to play in the successful implementation of the school Code of Behaviour.

AIMS OF A CODE OF BEHAVIOUR

- To help create a positive learning environment in which every pupil can achieve their potential during their time in school.
- To help pupils to become more self-disciplined and to encourage good standards of behaviour.
- To ensure that the school community is organised and managed to operate efficiently, effectively and safely.
- To care in a practical way for pupils, staff, the school and its environment.

UNDERSTANDING OF BEHAVIOUR

It should be noted that learning, relationships and behaviour are inextricably linked. All behaviour is a communication of need.

- Behaviour always has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- Behaviour is learned. This means it can change.
- Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.

- What teachers, other adults and other pupils do in response to a student's behaviour is critical in influencing the choices pupils make about how they behave.
- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
- The quality of relationships affects behaviour.

GENERAL GUIDELINES FOR BEHAVIOUR

All pupils are expected to behave in a **responsible** manner both to themselves and to others, showing **consideration, courtesy and respect** for other pupils and adults at all times.

Respect shall be shown to everyone at all times.

Respect shall be shown for all property at all times.

CODE OF BEHAVIOUR

Our Code of Behaviour relates to all in-school activities as well as all activities during which pupils are representing the school whilst away from the school campus. The Code of Behaviour focuses on and/or refers to:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment
- Children with Additional Educational Needs (AEN) and/or Behavioural Needs
- Anti-Bullying and Anti-Cyber-bullying
- Leaving the Premises
- School Outings
- Intervention Methods
- Sanctions

CODE OF CLASSROOM BEHAVIOUR

- A high level of attentiveness and participation is required of all pupils in class.
- A high degree of courtesy, e.g. use of "please", "thank you", "excuse me", not interrupting other pupils/teachers, opening and closing doors for adults, is required. Bad language will not be tolerated.
- Pupils are expected to welcome and to say "goodbye to visitors to the room, e.g. priests, nuns, inspectors, teachers, etc.
- Pupils will speak respectfully to adults.
- All pupils shall knock on doors before entering classrooms.
- All rooms should be left "litter-free" each evening i.e. papers and other litter should be placed in bins.
- Writing/scribbling on desks, chairs or other school property is forbidden and if damage is severe the item will have to be repaired or replaced by parents or guardians of the pupils concerned.

- All of school property (crayons, paint brushes etc.) is to be left in school and if removed, will be considered a serious offence, especially by pupils from first to sixth classes who indulge in such behaviour.
- All classrooms shall be vacated by pupils during “breaks”. All classrooms shall also be vacated by pupils at 1.50 p.m. (infants) and 2.50 p.m. (others). Pupils are expected to go to and from their classroom in an orderly manner. They shall enter and leave the classroom by the exit doors in the morning, at break times and in the evenings
- All coats, scarves etc. shall be placed on the coat racks, or in the appropriate section of the classroom.
- Children shall have all requisites as specified by the teacher on the book list.
- Children shall line up in their classroom and leave in an orderly manner. They should also line up before entering rooms. Walking only is permitted at all times in the classrooms or on the corridors, or on the paths.
- Mobile phones or any digital devices shall not be used during school hours and shall be turned off on entering the school grounds. If switched on, it will be confiscated and returned in person to parents/guardians. The use of phones or any digital device to take photographs, videos or any recording of any type is strictly forbidden and will incur penalties up to and including suspension. Please see our policy on the use of smart phones and personal digital devices.
- Pupils are expected to respect the right of other pupils to learn and to ask for help in an appropriate manner and time, while there is work occurring in the classroom.

BEHAVIOUR IN THE YARD AND PLAYGROUND

- Only games which ensure the safety of all are permitted.
- Skipping ropes are for skipping only.
- Pupils are expected to have respect for the person and property of others.
- Pupils are expected to comply with the instructions of teachers and SNAs on yard duty during break times.
- Pupils are only permitted to re-enter the school premises during break with the teacher’s permission.
- Pupils are forbidden to climb walls, fences, goalposts or gates.
- Bad language will not be tolerated in the playground.
- Pupils must not play on the grass verges, during wet weather.
- Wet days: Pupils shall line up and walk to their rooms/hall when the “wet bell” goes.
- Pupils must remain in their appropriate designated area in the playground.
- For safety reasons, only 3 foam balls per class are permitted in the all weather pitch as agreed.

BEHAVIOUR IN THE SCHOOL ENVIRONMENT

- Pupils are expected to move about the school in an orderly manner, and show due respect and courtesy to all staff members e.g. standing to one side to allow adults pass etc.
- Pupils may only enter the school grounds at 8.50 a.m., unless authorised by a teacher or called in on wet mornings.
- Pupils shall leave the school premises after school activities are finished, unless they have a teacher’s permission.
- Pupils will be suspended for smoking, drinking or substance abuse in school.

- Pupils are encouraged to create and maintain a litter-free environment.
- Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.
- Pupils with bicycles shall walk at all times within the school grounds.
- All other pupils are requested to use the sidewalk nearest the entrance gate.

CHILDREN WITH ADDITIONAL EDUCATIONAL and/or BEHAVIOURAL NEEDS

Many children with additional educational needs (AEN) come to school with behavioural supports already in place. However, the requirements of many other children with AEN may only become evident as they get older. Part of the successful implementation of our Code of Behaviour is ensuring a better understanding, among our school community, of AEN, including challenging behaviour and its root causes.

Challenging behaviour can be displayed by any child, even those with AEN. Often, while the challenging behaviour can be very obvious, the educational or personal needs that are hidden behind the behaviour may not. Every effort will be made to deal with children with AEN/behavioural needs fairly through the school's Code of Behaviour. Some children may require an individualised approach to dealing with challenging behaviour and this approach will be monitored, in consultation with parents, by means of a Behaviour Continuum. Availing of clinical and therapeutic services outside school may need to be considered in some cases.

Class teachers and specialist personnel (such as AEN teachers and SNAs) will collaborate to ensure that standards and rules are communicated in a way that pupils with AEN can understand. For some pupils, visual prompts or pictures may be needed. Some pupils may benefit from observing the rules being modelled by peers.

All pupils at St Mary's are subject to the sanctions in the Code of Behaviour. These will be adapted for pupils with AEN/behavioural needs on a case by case basis. Teachers will take particular care to ensure that these sanctions help the pupil with AEN to understand clearly the purpose of the sanction and the reason(s) why their behaviour is unacceptable.

Anti-Bullying (including Anti-Cyber-bullying): Refer to separate policy

Restorative Practice

Our school adopts, wherever possible, a restorative rather than a punitive approach where conflict between children is involved. The aim of this approach is to repair and restore relationships which have been damaged or broken. This is in accordance with our aim to develop each child's full potential in a caring and supportive environment.

Restorative Practice is a process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible.

- Teaching the vocabulary of emotions
- Engaging respectfully with fellow staff and students
- Using restorative language and conversation to help build relationships
- Swap criticism for compassion, understanding and curiosity

Resource : www.transformingconflict.org

Our Code of Behaviour is focused on the positive aspects of behaviour rather than on punishments or sanctions (although these are included in the appropriate section of the Code). We promote the notion of a school community where everything we do is based on mutual respect.

“Kind words, kind hands, kind feet” and **“Show respect. Expect respect”** are phrases that a visitor to our school is likely to hear.

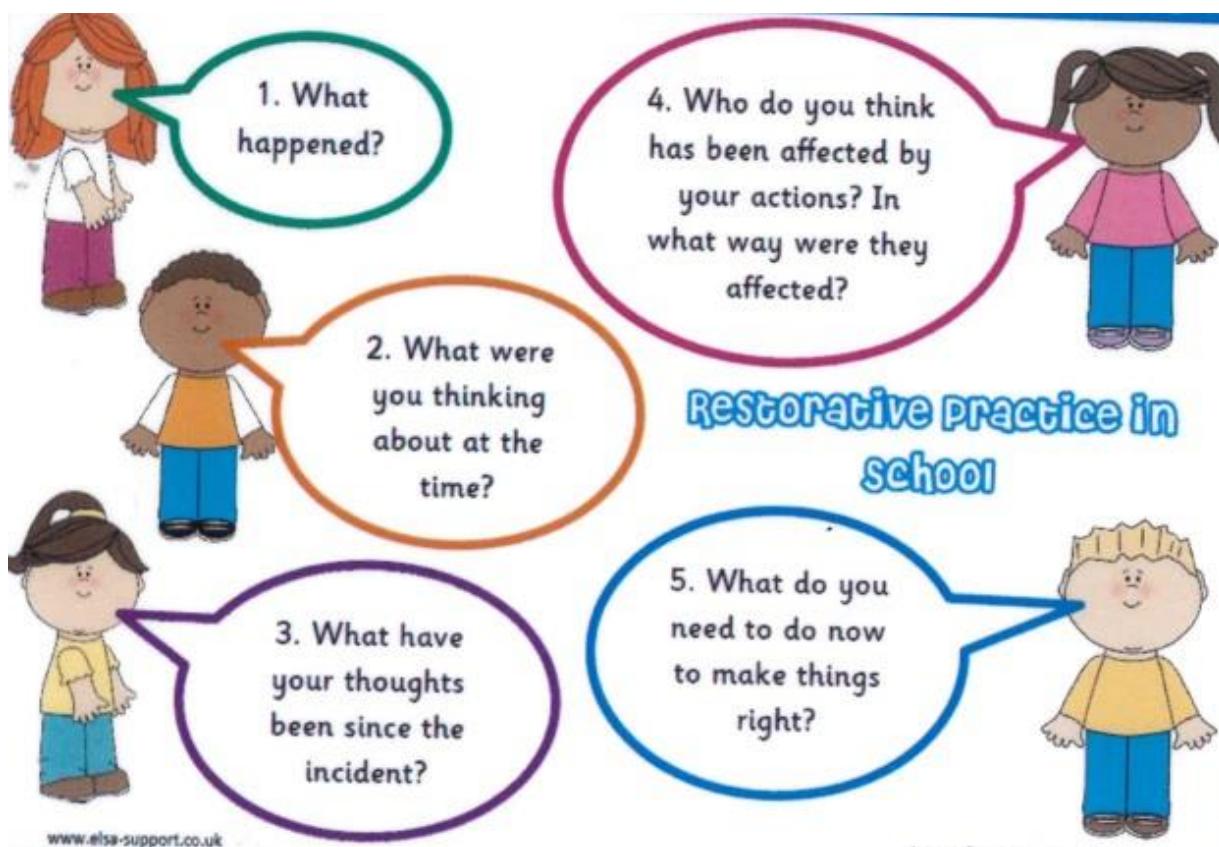
Pupils are expected firstly to respect themselves and then to treat each other and staff members with respect. Teachers, staff members and visitors are expected to treat each other and the children with respect at all times. We take the view that pupils choose their behaviour to a great degree – they always have an alternative choice. Therefore, pupils must take responsibility for their behaviour. If they treat others poorly, they may be acting out their own anger or frustration, but they can also learn to choose differently and more positively. We ask children to treat others as they would like to be treated themselves.

Expected Behaviours and their Purpose

Listed below are 10 core behaviours (and their purpose) expected of pupils in St Mary's convent Primary School

Behaviour	Purpose
1. Be kind and helpful towards others, don't hurt anyone's feelings. Kind Words	We all have a right to be happy and safe in school.
2. Be gentle, don't hurt anybody. Kind hands. Kind feet	We all have a right to be happy and safe in school.
3. Walk quietly inside the school building and use your indoor voice when indoors.	We respect the right of others to learn, free from distraction.
4. Speak respectfully with the adults in our school.	We respect those who are helping us to learn.
5. Respect yourself. Don't use bad language.	We respect ourselves and others by not using offensive language.
6. Wear your school uniform.	We show pride in ourselves and in our school by doing so.

7. Be honest. Always tell the truth. We learn from our mistakes. We sometimes need correction.	We are responsible for our own actions.
8. Show good manners. Use good listening skills. Avoid interrupting, shouting or speaking out of turn in class.	We respect the right of others to learn, free from distraction.
9. Respect school property and the property of others.	We show respect for others. We show pride in ourselves and in our school by doing so.
10. Work hard, try your best and use your time wisely in school.	We are responsible for our own learning.



Appearances – Safety Issues

Children may not attend school wearing make-up or having their hair dyed. For health and safety reasons, children are not allowed to wear acrylic or false nails. For safety purposes pupils may not wear drop earrings and may only wear one stud earring per ear lobe. No other jewellery in any other pierced body part is permitted during school hours.

LEAVING PREMISES FOR ANY REASON

For security and safety reasons, pupils will only be permitted to leave the school premises during school hours, if they are collected by their parents/guardians. Pupils shall only be released during school hours, on presentation to the teacher, of a signed "release slip".

Release slips are available from the office and must be signed by the Principal/Deputy Principal/Acting Principals. Please inform the school, in person or in writing if another person is collecting your child. We regret that we cannot take responsibility for passing on phone messages to children.

SCHOOL OUTINGS

The school has a policy on outings. Children are expected to behave as they would in school.

MAINTAINING GOOD BEHAVIOUR

Rewards

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school will involve the use of praise and rewards of good behaviour. Positive behaviour will be encouraged at all times which will vary from class to class. This may take the form of stickers, certificates, stars, etc. This will result in sound relationships between teachers and pupils leading to effective teaching and learning.

At the beginning of each school year teachers and pupils will decide on a code of behaviour for their class. This code will have about four or five rules for example:

- Be kind to each other
- Listen to each other
- Share
- Take turns
- Respect school property

All children will discuss the code of behaviour with their parents and parents will sign on their behalf. Code of Behaviour will be sent home on Google Forms at the beginning of every school year.

PREVENTION METHODS/ WAYS TO HELP CHILDREN ACHIEVE GOOD BEHAVIOUR

Teachers recognise the value and need at times, to use specific behaviour management systems and strategies to promote and sustain good behaviour within the classroom and beyond. Accordingly, the teachers in St Mary's employ a wide variety of strategies to monitor and achieve positive behaviour appropriate to the needs and profile of their class. These strategies and the overall Code of Behaviour will be explained or revised with pupils in September of each year.

It is at the discretion of each teacher to use his/her professional judgement in choosing which strategies to use within his/her classroom. Among the range of tools available, but not limited, to teachers to help promote good behaviours are;

- Class Charter/Classroom rules to be agreed by the whole class at the start of the year.
- Class DoJo - online reward programme
- Restorative Justice practices to promote skills in conflict resolution
- Discipline for Learning techniques

We, as a school, have a duty to provide specific help for those children most at risk (or already showing signs) of behavioural, emotional and social problems. A very useful resource is the Behavioural, Emotional and Social Difficulties, A Continuum of Support (NEPS)

It should be used as a means of deciphering the reasons for the behaviour and the context, as this will then help the school to properly address the child's needs and behaviour.

We also can have Social Skills groups.

This is a means for children to put their new learning and new behaviours into practice in a small group setting and then eventually into their class setting. It also provides the class teacher with support in helping to provide for a given child.

Promoting Positive Behaviour

The emphasis in the school is on encouraging, highlighting and rewarding good behaviour rather than punishing bad behaviour. It is important that parents are aware of the procedures used in the school and work with the school in ensuring that all children are happy at school. Part of the vision of St Mary's is to help children achieve their personal best and thus prepare them for future education, life and work.

Our reward system seeks to provide encouragement to all children of all abilities and talents. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Children are expected to adhere to our three Golden Rules: Kind Hands, Kind Words, Kind Feet.

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval
- A word of praise in front of the class or group or at an Assembly
- A reward system - stars, stickers, appropriate to the age and maturity level of the child
- Individual Reward System: Children individually earn stars or points for good behaviour.
- Group Reward System: Children are rewarded for good behaviour when working together.
- A comment on a relevant communication platform for parents to read

- A visit to another member of staff/classroom or to the Principal or DeputyPrincipal for commendation
- A mention to parents, written or verbal communication eg. telephone call

Good behaviour is constantly acknowledged and encouraged by all teachers, the Principal, SNAs & other school staff throughout the day.

SANCTIONS

Maintaining standards of behaviour will involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour and/or as a consequence of unacceptable behaviour. When sanctions are invoked, pupils should understand that what they have done is unacceptable and it is the behaviour that is rejected.

The following procedure and sanctions will be applied to any pupil who persistently shows unacceptable behaviour:

- Reasoning with pupil
- Time out in class or time out in other class
- Reprimand (including advice on how to improve).
- Loss of privileges.
- Detention
- Prescribing constructive additional written work.
- Teacher communication with Parents/Guardians.
- Referral to Principal

Loss of Privileges in class:

- Loss of playtime
- Loss of video time
- Loss of class jobs, school tours, shows etc.

Loss of Privileges in Yard:

- Loss of part or all of playtime
- Timeout.

Examples of misbehaviour

Minor:	Jumping the queue Pushing Interrupting Teasing.
Serious:	Deliberately hurting someone Bullying Frequently wasting class time
Consistent:	Fighting Calling names Answering out of turn
Gross:	Deliberately causing injury

Shouting /screaming abuse at others
Causing wilful damage to school or personal property of others

Yellow and Red Cards are issued at the discretion of the Teacher or the Principal, for serious or persistent instances of misbehaviour

Green Cards: are issued to pupils when behaviour improves significantly over a certain period of time following the issuing of a yellow or red card. They can also be used to reward good behaviour, particularly at the beginning of a new school year, in order to set a high standard of behaviour for all pupils. This will also help the children to build a good rapport with the school principal.

Yellow Cards: are to be returned signed the next day. After three yellow cards, the next one is red.

Red Cards: Are issued for serious breaches of code of behaviour or frequent breaches. They are also to be signed and returned. They require that a parent's appointment be made to discuss the matter with the Principal. It may also mean suspension or internal suspension (pupils go to another classroom for the suspension period).

Suspension: For serious misbehaviour or continuous misbehaviour pupils may be suspended by the Principal for a maximum of three days. Internal or external suspension will be at the discretion of the principal. This period may be extended, at the discretion of the Board of Management.

Suspension may occur when:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

Expulsion: A pupil may be expelled from school on the authority of the Board of Management.

Bunscoil Clochar Mhuire



Code of Behaviour

AGREEMENT

I understand fully the School Code of Behaviour and agree that

_____ will abide by it.

Signed:_____ **Parent/Guardian**

Signed:_____ **Parent/Guardian**

Date: _____

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