



## CODE OF BEHAVIOUR

### Rationale

This review in September 2019 ensures that the policy is in compliance with legal requirements and good practice as set out in “Developing a Code of Behaviour: Guidelines for school NEWB 2008”.

### Relationship to characteristic spirit of the school

This policy reflects our mission statement, ethos where children in partnership with parents and guardians are educated to their fullest potential in a school environment where they are happy, safe, respect themselves and others and where each child feels equal.

### Aims

The following aims of the Code of Behaviour for Crumlin National School articulate our vision for positive relationships and behaviour in the school:

- To promote and maintain a happy and a safe school environment for all pupils, teachers and parents.
- To focus on affirming good behaviour and setting high expectations for standards of behaviour throughout the school.
- To foster caring attitudes towards each member of the school community, to promote respect for diversity and allow for appropriate accommodation of difference in accordance with the equal status legislation
- To specify practical strategies to be employed within the school community to support high expectations of positive behaviour throughout the school, with due regard to the age of the pupils and to individual difference
- To ensure that the principle of fairness, consistency and natural justice are adhered to by all members of the school community towards each other
- To outline procedures to be followed where a child fails or refuses to observe standards of behaviour expected and set out in this Code of Behaviour.
- To reflect that this school acknowledges that unacceptable behaviour may be linked to external factors. Positive support including active teaching of relevant skills will be provided for those children who are more vulnerable to behavioural problems
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school

### Policy Content

Policy content includes Code of Behaviour and the Code of Discipline



## Code of Behaviour in Crumlin National School

### Whole School approach in promoting positive behaviour

Crumlin National School promotes a whole school approach to positive behaviour based on positive strategies for affirming and promoting good behaviour.

#### Practical strategies to promote positive behaviour in the classroom

- Create a safe and happy environment – be alert to what is going on in the classroom at all times
- Affirm positive behaviour in a formal and informal way
- Encouragement through gesture, verbal acknowledgement, praise – oral and written – stars, merit stickers, badges, points, vouchers, small prizes.  
Golden Time
- Recognition will be given to the children who always behave and have their work done.
- Teach values of love, truth, justice, self respect and respect for others
- Recognise and provide for individual talents and differences among pupils
- Celebrate diversity among the school population
- Keep opportunities for disruptive behaviour to a minimum. Keep children actively involved – vary methodologies, class, group work, pair work and individual work.
- Explain consequences of misbehaviour – loss of Golden Time, Stars, and Time Out etc. Deal appropriately with it.
- Work with children who have behavioural difficulties – use individual star charts cards for children
- Communicate with parents and provide reports on matters of mutual concern
- Be respectful, consistent and fair
- Provide support for colleagues
- Training for staff in the 'Friends' programme

#### Strategies for to encourage and promote positive behaviour in and around the school

- The staff will establish and maintain consistency in terms of expectations for behaviour and routines in and around the school and in the playground. See playground rules.
- Use of Restorative Practice <http://www.restorativepracticesireland.ie/>
- The 'Give me Five' approach throughout the whole school
- Playground inclusive games
- Whole school learning themes such as Friendship, Mindfulness and wellbeing month, Intercultural lessons/activities
- Various extra-curricular activities
- Various interventions for children having difficulty with behaviour/emotional disturbance such as time out in library / LS classroom for art/play, music & games





- Variety of activities to promote creative/artistic expression such as the music programme, work with local artists, work with outside agencies/bodies/clubs/professionals.
- The SPHE curriculum is used to support the Code of Behaviour and it will be taught as part of the programme
- Training for 2 staff in the 'Friends' programme
- Stay Safe, Walk Tall programmes
- Parental involvement/consultation
- Inclusivity and respect promoted at all times
- Assembly

### **Parental Involvement in encouraging and promoting positive behaviour**

Representing parents, the Parents Association are consulted and involved in reviewing the Code of Behaviour.

At enrolment each parent receives a copy of the code and is requested to sign, to show that they have read the code and accept and support its implementation.

Parents are encouraged to support children to have a sense of respect for themselves and for the property and to

- Ensure that children attend school regularly and punctually
- Be interested in, support and encourage their children's school work
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others

## **Code of Discipline**

Most children behave appropriately with the help of consistent and clear routines in class and around the school. While the overall responsibility for discipline within the school rests with the Principal each teacher has responsibility for maintaining good discipline in his/her class and around the school premises. A child will be referred to the Principal for:

- Repeated incidents of minor misbehaviour
- Serious misbehaviour
- Gross misbehaviour.

### **Minor Incidents of Misbehaviour**

The class teacher generally deals with these and the teacher's discretion may be used.

Examples: Interrupting class work  
Being disrespectful to others  
Homework not completed or done without good reason – a note is required  
Throwing litter.  
Wearing make-up or jewellery other than stud earrings  
Misbehaviour on corridor, toilets and yard



### Sanctions/Interventions

- Talk to the child about misbehaviour
- Told to stop and appeal to the child to improve
- Temporary separation from others with whom conflict has arisen
- Walk with teacher on duty
- Cease to continue with activity in hand
- If in classroom – send to next door teacher for a short period
- Loss of privileges
- Focus on improved behaviour and reward same
- A record is kept of continuous occurrences of **minor misdemeanours**
- Class teacher meets with parents/guardians who will be contacted sooner rather than later
- Referral to the Principal
- Principal/teacher communicates with the parents/guardians

### Serious Misbehaviour

A written record of all incidents will be kept on file and a copy given to the Principal. A record of improvements in the behavior of disruptive pupils will also be kept. Communication with parents will be at an early stage, before resorting to serious sanctions e.g. suspension. Incidents of serious misbehavior will be dealt with by the Principal.

Serious misbehaviour/continuous unacceptable behavior

Examples;

- Continuous non-co-operation with teachers/peers
- Continuous disruption
- Disrespect
- Continuous lying
- Cheating and stealing etc
- Damaging other people's property
- Bullying
- Back answering a teacher, defiance
- Leaving school premises during school day without appropriate permission
- Using unacceptable language
- Deliberately injuring a fellow pupil
- Serious Misbehaviour on corridor, toilet and yard

### Sanctions/Interventions

When there is an incident of serious misbehaviour:

- Teacher records the incident
- Child is referred to the Principal
- Principal and teacher discuss the incident with the child
- The child gets lunchtime detention



- The principal may exclude the child from class until he/she receives an apology and a promise to amend such behaviour
- If the problem is not resolved the principal may need to contact the parents
- Parents are then obliged to come to the school to discuss the matter
- The child will stay in another classroom until the parents come to the school
- Focus on improved behaviour and reward same

Where there are repeated instances of serious misbehaviour:

- The Chairperson of the Board of Management will be informed.
- The Board has given the principal authority to impose a suspension of up to 3 days
- The parents will be requested, verbally or in writing, to come to the school to meet with any or all of the following: Chairperson/Principal/Deputy Principal.
- If the parents do not give an undertaking that the child will behave in an acceptable manner in the future the child may have to be suspended for a period.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000 and NEWB guidelines for developing a code of behaviour 2008.

- Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school.
- The parent 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.
- Following suspension the Principal will formally re-admit the pupil to the class and will facilitate the preparation of a behaviour plan for the pupil if required.

### Gross Misbehaviour

Examples: Aggressive, threatening, sectarian, racist, homophobic or violent behavior towards any member of the school  
Damaging school property

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of pupils, the Board may authorize the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Guidelines concerned with suspension and expulsion as outlined in Chapters 10, 11 & 12 'Developing a Code of Behaviour: Guidelines for Schools' will be observed. Every effort will be made to ensure that procedures are fair and based on the principles of natural justice. Before suspending or expelling a pupil, the Board shall notify the Local Education Welfare Officer (Tusla) in writing in accordance with Section 24 of the Education Welfare Act.

Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay.



### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parents may apply to have the pupil reinstated to the school. The parents 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 pupils or staff. The Principal will facilitate the preparation of behaviour plan for the pupil 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 or support from National Educational Psychological Services, HSE Community Services, Child and Adolescent Mental Health Services, National Council for Special Education etc.

### **Record Keeping**

- Record of continuous minor misbehaviour kept by the class teacher in behaviour file.
- Serious incidents of misbehaviour will be recorded by the class teacher and kept in behaviour file.
- Incidents of serious misbehaviour in the playground will be recorded by the supervising teacher and kept in behaviour file in the Principal's office
- Allegations of bullying will be recorded and kept in the Principal's office
- Accident Report Book is kept in the Principal's office
- All such records will be kept on file and stored securely

### **Roles and Responsibilities**

#### **Board of Management**

- Audit and review of the Code of Behaviour
- Support the principal and staff in the review and implementation of the Code of Behaviour.
- Approve the policies and ensure their implementation.

#### **Principal**

- Promote a positive atmosphere in the school
- Arrange for and lead the review of the Code for Board of Management
- Ensure participation by all partners in the review and implementation of the Code
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- To monitor its implementation for the Board of Management.





### Teachers

- Be familiar with all policies
- Teach and implement the Code of Behaviour and Code of Discipline
- Create a safe working environment for each pupil
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or continuous instances of misbehaviour

*See practical strategies to promote positive behaviour in the classroom*

### Parents

- Be familiar with the policy
- Support and implement school's policy on Behaviour and Code of Discipline
- Sign the Code of Behaviour
- Communicate with school in relation to any problems which may affect child's progress/behaviour

*See Parental involvement in encouraging & promoting positive behaviour*

### Pupils

Observe the Code of Behaviour and accept the Code of Discipline

### Timeframe for Implementation

Immediate and ongoing

### Timeframe for Review

As need arises

### Success Criteria

Procedures and rules have been effective. Good behaviour and happy children

Signed: Patrick Walshe  
Chairperson  
Board of Management

Date: 10<sup>th</sup> September 2019



## Classroom Targets

- 1. Keep focused. Do the work your teacher asks you to**  
Neat completion of work/tasks in the given time.  
Finding follow-up work where necessary  
e.g. piece of reading.  
Taking pride in your work – always doing your best.
- 2. Listen to each other – talk in turn**  
Focus on listening to teacher and others in class.  
Listening ears, no interruptions, while teacher speaks.  
Ask questions, make comments, raise concerns at the right time in the right place.  
Use a quiet voice for group work.
- 3. Try to mover properly –**  
Sitting properly  
Walking when moving around classroom.  
Line up correctly and quietly  
Always walk – in the school building  
- entering and leaving school grounds.
- 4. Be prepared. Be on time.**  
Be presentable. Be proud of your appearance.  
Be ready school – uniform, attendance, punctuality, hygiene, school bag, homework, stationery, healthy lunch, signed note/diary for absence/incompleted homework
- 5. Be respectful.**  
**Keep unhelpful hands, feet, comments and objects to yourself.**  
Tidy up properly.  
Allow others to work.  
Communicate in the correct way.  
Respect property.  
Play your part in keeping the classroom clean.  
Knock on classroom doors when you are on a message.

## Playground Targets

- 1. Be ready for playground.**  
Put your lunch things away.  
Leave your desk area clean and tidy.
- 2. Be in the right place at the right time.**  
Never leave the yard without asking a teacher  
Leave toilets immediately after use





Go straight to your line when the bells ring  
Walk in your line when entering and leaving the school

### 3. Play Safely

Try not bump into other people when playing running games.  
Stop the game if someone is upset.

**Stop if another child says, "Stop.....that hurt me"**

Never play dangerous/rough games  
Do not embarrass or threaten another person.

### 4. Know what to do when sick or injured.

Only Sick/injured child is allowed inside to be treated.

### 5. Be a good friend

Look out for people who are alone – invite them to play  
If someone asks to join your game, always try to say yes.  
Tell the teacher quietly if someone needs help or if you need help  
Name calling, cursing or obscene communications (written, spoken, implied or gestured) is forbidden.

## Challenging Behaviour

This includes:

- Aggressive behaviour (kicking, biting, scratching)
- Disruptive behaviour (tantrums, running away, screaming)
- Destructive behaviour (of property or environment)
- Withdrawn behaviour (failure to respond or interact)
- Self-injurious behaviour (head banging, scratching)

There are many reasons for challenging behaviour:

- Children with communication difficulties
- Environmental factors
- Attention seeking
- Socio-economic disadvantage
- Medical reason

## Managing Challenging Behaviour

Antecedent:

What went on prior to the challenging behaviour? Is there a pattern?

Behaviour:

Analyse the behaviour.  
Break it down so it can be tackled in small steps.

Consequence:

How a situation develops. Is the child being gratified by carrying out this behaviour?



### Strategies for dealing with Challenging Behaviour

- Ignore the behaviour and focus on the pupils who are behaving appropriately
- Get help from another adult in the school
- Always speak calmly, assertively and respectfully to the child.
- Remove the class from the classroom when a child is behaving in a way that is potentially dangerous e.g. the corridor. Seek help from another teacher so the remaining children are supervised.
- Have a pictorial timetable for pupils to give them an element of control, they know the structure of the day and. know what to expect.
- Have a 'time out' area in the corridor
- Set up a behaviour plan everyday, every week which sets behaviour targets for a specific time-frame.
- Call in parents to discuss the behaviour
- Following an incident, the child should discuss the incident, why it was inappropriate behaviour and alternatives to this behaviour

