



Code of Behaviour

The initial policy was drawn up following consultation with parents, B.O.M. and staff. It was then circulated to each family. A meeting of parents and Principal was held and the policy was discussed by them before being ratified by the Board of Management. It is reviewed on a regular basis.

Rationale

It was decided to review the Code of Discipline at this time

- To ensure there are clear guidelines for children, teachers, staff, parents and the Board of Management on what is acceptable behaviour in our school.
- It is required under Department of Education and Science Circular 20/90 on School Discipline

Relationship to Characteristic Spirit of School

The policy is aimed to preserve and promote the ethos of our small rural school, which has a continuous educational history since 1854. The emphasis will be on nurturing a welcoming community based on mutual respect. Every effort will be made by members of staff to adopt a positive approach to the question of behaviour in the school. The school places greater emphasis on rewards than on sanctions, in the belief, that this will in the long run give the best results.

Aims

The aims of this code of discipline are:

- To ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free environment.
- To create a positive learning environment where each child can develop and learn to the best of his or her ability.
- Safeguard and protect the rights of staff, pupils, parents and all who visit our school.
- To ensure that all members of the school community are treated with respect and can work in a safe environment.
- Teachers have right to teach, pupils have a right to be taught, parents and visitors have a right to be shown respect and courtesy. Behaviour that interferes with the rights of others has no place in our school.



Strategies to Promote Positive Behaviour

Our policy is based on Promoting Positive Behaviour. We recognise the differences between children and the need to accommodate these differences. Every effort is made to match the curriculum to the ability aptitude and interests of the pupils. This will help reduce boredom, lack of interest and lack of progress. To encourage positive behaviour we utilise the following strategies

- Reward scheme in each class, which is based on positive helpful behaviour being recognised, rather than being solely, based on academic achievement.
- Homework vouchers, gold stars, pupil of the day, best group, golden time are all used as incentives.
- Praise, comments in copies being assigned various jobs etc. are all used as rewards

Strategies to show disapproval of unacceptable behaviour

The following strategies will be used to show our disapproval of unacceptable behaviour:

- Reasoning with the pupil reprimand including advice on how to improve
- Temporary separation from peers
- Move the child in the room
- Move the child to a different room
- Loss of privileges such as taking part in quizzes and leagues
- Detention during break-time. For serious or repeated incidents of misbehaviour a child may be detained during lunch break. In keeping with the Principles of Restorative Practises, pupils may be asked to write on their behaviour and fill in a Pupil Reflection Form. In filling in this form the pupil will be expected to
 - a) Give a truthful account of what happened and who was involved.
 - b) Consider what should have been done in the situation.
 - c) Consider how the behaviour might have affected the other people involved.
 - d) Consider how to make sure this will not happen again.
 - e) Decide what to do to make things right again.

This form will be signed by the pupil, the teacher involved and the Parents. A copy will be kept on file.

- Referral to Principal
- Communication with either parent
- Suspension (Temporary) as stated in Rule 130 (5) of the rules for National Schools and as amended by Circular 7/88 and communicated to Board's of Management under Circular 20/90.



Pupils with Special Educational Needs

Pupils with Special Educational needs are an integral part of our school. An understanding of their needs and reactions inform our behavioural expectations from them. In general, the school Code of Behaviour and the school rules apply to all pupils. However, in the case of children with special needs, there is an understanding that they may need extra support and assistance. The SNA staff plays a vital role in ensuring their safety and enjoyment are always to the fore. All pupils are taught to treat each other with respect and to accept differences.

Reporting

Teachers will write a report on serious incidents of misbehaviour in the incident book. Serious misbehaviour will be reported to the Principal. Pupils will be informed when instances are being recorded. All incidents of serious misbehaviour will be communicated to parents by the class teacher or the Principal. Parents will be involved at an early stage rather than as a last resort. Communication with parents will be verbal or by letter depending on the circumstances. The parents concerned will be invited to come to the school during school hours to discuss their child's behaviour. For gross misbehaviour or repeated instances of serious misbehaviour suspension will be considered.

In cases of repeated serious misbehaviour the Chairman of the Board of Management will be informed and invited to attend the meeting. If parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may have to be suspended as outlined above. Expulsion may be considered in an extreme case, in accordance with Rule 130 (6) of Rules for National Schools. Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought also from support services within the wider community, e.g. Community Care Services.