

Lecanvey National School

Code of Good Behaviour

Introductory Statement

This policy was formulated by staff, parents and members of the Board of Management. During the 2016/17 school year the policy was reviewed collaboratively by staff, parents and the BOM.

Rationale

This policy was written in accordance with Circular 20/90 of the Department of Education and Skills on school discipline, the Education Welfare Act (2000) and the Equal Status Act of 2004. It has been revised in accordance with the 2009 NEWB publication: "Developing a Code of Behaviour: Guidelines for Schools".

Relationship to the School's Ethos and Value System

Lecanvey N.S. is a Catholic Primary School. Our ethos is to promote Catholic teaching and Christian values. This ethos plays a major role in establishing and maintaining high standards of behaviour. It involves a strong sense of community within the school and a high level of co-operation between staff, pupils and parents. Central to the Lecanvey National School's Code of Good Behaviour is the fostering of a respectful, non-blaming atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage good behaviour are used by all partners in the children's education. Our Code of Good Behaviour has been formulated to ensure that the individuality of each child is respected while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Aims

At Lecanvey NS we aim to create an orderly environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development. Staff will make every effort to adopt a positive approach to the question of behaviour in the school. The Code of Good Behaviour will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social, Personal, Health Education (SPHE), Religion, SESE, English, Art, P.E etc.

We aim to:

- Promote positive behaviour, respect and tolerance throughout the school.
- Create an environment that maximises learning and minimises disruption.
- Offer a framework within which our staff uses positive language and techniques of motivation and encouragement.
- Ensure the safety and personal well-being of all members of the school community.
- Help all school partners understand the systems and procedures that form part of our Code of Good Behaviour.
- Equip the children with social, self-reflective and verbal skills to respond to negative situations and emotions.
- Help children to acquire and develop moral and ethical values and a mutual respect for others.
- Ensure that the individuality of each child is cherished and that special needs are accommodated.
- Prevent bullying behaviour in the school.

- Build a strong sense of community and a high level of co-operation amongst staff, and between staff, pupils and parents ensuring that all partners understand the Code of Good Behaviour and co-operate with its implementation.
- State clearly our school values, rewards and sanctions and to ensure that these are implemented in a fair and consistent manner throughout the school.
- State school rules in a clear, child-centred and positive way.

Rights and Responsibilities

Children

Children's Rights	Children's Responsibilities
<p>Children have the right to:</p> <ul style="list-style-type: none"> ▪ A safe secure and comfortable environment. ▪ Be listened to, express opinions and to question. ▪ Be respected by all members of the school community. ▪ Express emotions and religious beliefs in an open way. ▪ Grow and be valued as individuals. ▪ Express their own identity. ▪ Develop intellectually, emotionally and physically with an understanding of special needs and disability. ▪ Be included in all aspects of school life. ▪ Receive feedback and clear information regarding topics and concerns affecting their school life (Including information on the Code of Good Behaviour). 	<p>Children should:</p> <ul style="list-style-type: none"> ▪ Show respect, kindness and consideration to all members of the school community. ▪ Let everyone play. ▪ Have respect for other's property and that of the school. ▪ Keep their classroom tidy. ▪ Take care of their own belongings. ▪ Respect and keep to the rules and routines of the school and class. ▪ Listen, co-operate and always try their best. ▪ Use their words to ask for help. ▪ Know how their behaviour impacts upon other's abilities to do their work. ▪ Play safely.

Teachers

Teachers' Rights	Teachers' Responsibilities
<p>Teachers have the right to:</p> <ul style="list-style-type: none"> ▪ Educate in a safe and clean environment with minimal disruption. ▪ Be listened to. ▪ Be fully involved in decision-making. ▪ Be respected by all members of the school community. ▪ Support from professional services. ▪ Support from colleagues, Principal/Deputy Principal and Board of Management. ▪ Information and on-going training and 	<p>Teachers should:</p> <ul style="list-style-type: none"> ▪ Show respect, kindness and consideration to all members of the school community. ▪ Ensure the safety and welfare of the children in their care during the school day. ▪ Prepare well for their teaching duties. ▪ Create a positive environment and ethos for learning and good behaviour. ▪ Give equal respect and equal attention to each child. ▪ Have positive expectations for children.

<p>professional development.</p> <ul style="list-style-type: none"> ▪ Adequate teaching resources appropriate to their teaching duties. ▪ Access to educational records and all relevant information on the children in their care. ▪ Full and open communication with parents/guardians. ▪ Support and co-operation from parents/guardians. ▪ Voice their concerns about the children's safety, behaviour and academic progress. ▪ Confidentiality. 	<ul style="list-style-type: none"> ▪ Make children aware of what is expected of them, in terms of work and behaviour. ▪ Implement all aspects of the curriculum, while ensuring that opportunities for disruption are minimized. ▪ Ensure that homework is a consolidation of work done in class. ▪ Check and correct homework. ▪ Keep daily record of attendance ▪ Care for and respect school resources.
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Other School Staff

Rights of other School Staff	Responsibilities of other School Staff
<p>All school staff have the right to:</p> <ul style="list-style-type: none"> ▪ Be respected by all members of the school community. ▪ Work in a safe and clean environment with minimal disruption. ▪ Support from professional services. ▪ Support from colleagues, Principal/Deputy Principal and Board of Management. ▪ Information, on-going training and professional development. ▪ Be listened to. ▪ Be involved in decision-making. ▪ Confidentiality. 	<p>All school staff should:</p> <ul style="list-style-type: none"> ▪ Show respect, kindness and consideration to all members of the school community. ▪ Ensure the safety and welfare of the children in their care. ▪ Prepare well for work. ▪ Create a positive environment and ethos for learning and good behaviour. ▪ Give equal respect and equal attention to each child and colleague ▪ Have positive expectations of children.

Parents/Guardians

Parents'/Guardians Rights	Parents'/Guardians Responsibilities
<p>Parents'/Guardians have the right to:</p> <ul style="list-style-type: none"> ▪ Access and regular, informative communication with the teacher, Principal and school. ▪ Be respected by all members of the school community. ▪ Information regarding the progress of their child or children. ▪ Feel welcome, to be listened to and to be able to voice their concerns. ▪ Access to the Lecanvey Code of Good 	<p>Parents'/Guardians should:</p> <ul style="list-style-type: none"> ▪ Make sure that children arrive to school prepared and on time every day (an absence of more than twenty unexplained days will be reported to the National Education Welfare Board -NEWB) ▪ Show respect, kindness and consideration to all members of the school community. ▪ Provide firm guidance and positive role models to children. ▪ Ensure that children have had enough food

Behaviour and all other school policies and procedures.

- Be involved at an early stage in disciplinary action.
- Democratic involvement in aspects of school policy making.
- Appeal to a higher authority, e.g. Board of Management, Department of Education and Skills.
- Confidentiality

and sleep.

- Ensure that homework is completed.
- Become involved in their children's learning.
- Attend school meetings and read school notes.
- Communicate with school/teacher regarding any problems that might affect children's learning and behaviour.
- Use the appropriate lines of communication, i.e. class teacher first, then Principal and finally Board of Management.
- Keep in touch with all aspects of their children's learning, progress and behaviour.

Code of Behaviour

The following rules, rewards and sanctions apply to all members of the school community. We actively encourage children to use their words and communicate any feeling of stress or anxiety caused by negative behaviour of others. This is essential for the effective implementation of our Code of Good Behaviour.

General Guidelines

- Show respect, courtesy and co-operation towards all children, teachers, other staff and parents, in the classroom, the playground and on school outings, at all times.
- Show respect towards personal property, school property and the environment.
- Show respect for other people's personal space, i.e. no verbal or physical violence, aggression, or any form of bullying behaviour
- Show respect for other people's feelings.
- Respect your own feelings too.
- Children should always walk quietly and slowly around the school building.
- Children should behave in an orderly fashion in the classroom, moving around the school, going to and from the playground and if travelling on a bus as part of a school trip.
- Children should bring to school each day, all books, copies and materials necessary to do their class work properly.
- Children should complete all assigned work (written and oral) both at school and at home
- Children should listen to others and to take turns to speak in class.
- Children must not behave in any way which endangers themselves or others and should take care of our younger pupils at all times.
- Children should not to exclude others from games.
- Children must stay within the designated playground boundaries during break time.
- Children must not leave school grounds without permission from the teaching staff.
- Chewing gum is not allowed on the school premises.
- Pupils are not allowed to bring Mobile Phones to school. (Ref: Mobile Phone Policy)
- Children are not allowed to bring toys to school, except instances with teacher permission. (May be allowed in settling in phase for younger children)
- Items which could be dangerous or could cause harm are not allowed at school.

Our Golden Rules

Junior Golden Rules (Junior Infants-2nd class)

Kind Hands, Kind Feet, Kind Words.
Show Respect and Do your Best,
Be Tidy, Be Safe, Be Honest

Be Fair and Listen- you've passed the test!

Junior Classroom Rules (Junior Infants-2nd class)

1. Work Quietly, Play Quietly
2. Share crayons
3. Wait Your Turn
4. Help Clean Up

Senior Golden Rules (3rd to 6th class)

1. Show respect at all times in your actions and words.
2. Do your best work and respect the rights of others to learn.
3. Always be honest and trustworthy- tell the truth.
4. Be punctual and prepared every day.
5. Share together, play together in a fair and friendly way.
6. Treat our school, and everything in it, with care and respect.
7. Listen well and follow instructions without delay.
8. Treat all staff and other adults with respect and courtesy.

Whole School Safety Rules

- Always walk quietly and slowly around the school building.
- Make sure your teacher always knows where you are.

Yard Rules

1. Always keep our Golden Rules and Safety Rules.
2. Play safely and responsibly.
3. Take care and look where you are going.
4. Know each area and keep its rules.
5. When you hear the bell- Freeze, Walk safely, Wait quietly.

Rewards/Strategies for Promoting Positive Behaviour

At Lecanvey NS we endeavour to provide a positive and caring environment where good personal relationships and mutual respect are paramount. We believe it is important to reward and promote positive behaviour. We use the following strategies to promote positive behaviour in our school:

**This is not, and cannot be, an exhaustive list.*

- Verbal praise
- A positive written comment in the child's homework journal.
- Regular reflection and revision of the golden/safety rules.
- Weekly Assembly themes followed by end of week assemblies (Friday) to reward the positive behaviours and efforts of pupils.
- Shining Star certificates and awards – for behaviour and regular attendance.

- Modelling of good behaviour by all school staff
- Golden Time
- Tiny, Achievable Targets (TAT's) where deemed appropriate by the teacher.
- Other suitable rewards at the teacher's discretion.
- Awards for playground behaviour
- Reward Stickers/Stamps
- Positive communication of all school achievements to families via school newsletter/website
- "Happy Visits" to the other classrooms for reward and praise. Principal/Deputy Principal visits to classrooms for same.
- Wall of excellence
- Honest Praise in front of a group or class
- Class Treat
- Reduced Homework on an agreed night
- Extra Playtime/Games
- Time on Computers or Special Activity
- Class Outing

Unacceptable Behaviours and Sanctions

Some Examples of *Minor Misbehaviours*:

This is not, and cannot be, an exhaustive list

- Being disobedient
- Litter
- Running inside the building
- Arriving late to school
- Not completing homework, without a note
- Disrupting class
- Not staying on task
- Making noise in hall
- Breaking the Yard Rules
- Leaving your seat without permission
- Returning to the school building during break times/after school without permission

Some examples of *Serious Misbehaviours*:

This is not, and cannot be, an exhaustive list

- Name-calling
- Bullying

- Abusive Behaviour/Cursing
- Spitting
- Hitting/Kicking
- Deliberate disobedience
- Disrespectful behaviour
- Stealing
- Telling lies
- Throwing objects (that could cause harm)
- Rough play
- Racist behaviour
- Sexist behaviour
- Homophobic behaviour
- Continuous minor misbehaviour automatically becomes a serious misbehaviour

Some examples of *Extreme Misbehaviours*:

This is not, and cannot be, an exhaustive list

- Vandalising school property
- Assaulting a staff member or any member of the school community
- Bringing illegal or harmful substances/weapons to school
- Leaving the classroom or school grounds without permission
- Persistent bullying
- Physical fighting
- Persistent racist behaviour
- Persistent sexist behaviour
- Persistent homophobic behaviour
- Continuous serious misbehaviour automatically becomes an extreme behaviour.

Sanctions and Strategies for Dealing with Unacceptable Behaviour

Our school believes that a sanction should:

1. aim to stop the inappropriate behaviour
2. communicate to the pupils, parents and broader school community that the inappropriate behaviour is unacceptable
3. defuse, not escalate, a situation
4. be applied in a fair and consistent manner
5. be timely
6. be appropriate
7. be implemented in accordance with the principles of natural justice

At Lecanvey NS, we will always work on the premise that there is a reason for negative behaviour and that, in most circumstances, once this has been identified, measures can be put in place to help the pupil stop the negative behaviour using a problem-solving approach.

The class teacher and/or the Principal, in their professional judgement, may choose which of the following sanctions and strategies best fits a particular misbehaviour.

- Reasoning with the pupil and reminding them of the positive behaviour we expect in the school while referring to the Golden Rules.
- Re-directing pupils who are off-task such as moving closer to the pupil, making eye contact or giving a hand signal to remind them of the appropriate behaviour.
- Temporary separation from peers within the classroom and/or temporary removal to another class.
- Time-out at the wall in the yard, as a sanction for misbehaviour in the yard.
- Detention during a break-time, as a sanction for repeated and or serious misbehaviour in the yard or during break-time on a wet day. Children write out the story/draw a picture of what happened on a Detention Record Sheet which must be signed by parents/guardians.
- Sanctions should relate as closely as possible to the behaviour. However, a child who does not do his/her work in class or has not completed his/her homework may be detained at break time to finish the work.
- Child is asked to write/illustrate about the unacceptable behaviour to be signed by parents/guardians.
- Class teacher requests a meeting with child's parents/guardians.
- Parents/Guardians are asked to meet with the class teacher and Principal.

- Referral to the Board of Management.
- Suspension may be used to deal with continuously disruptive pupils or with serious misbehavior. The principal has been delegated the authority by the BOM to suspend a pupil for up to 3 days. (See Section below)
- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehavior. (See Section below)

Procedures in Respect of Suspension (Ref. Pg. 77 NEWB Guidelines)

- Investigation of the facts to confirm serious misbehaviour
- Parents will be informed by phone or in writing about the incident
- In the case of an immediate suspension, parents will be notified by the Principal and arrangements made for the pupil to be collected immediately. The child will be supervised away from his/her class, in the interim.

If Suspension is still decided upon:

The Principal will notify the parents, in writing, of the decision to suspend. The letter will confirm:

- The period of suspension, beginning and end dates
- The reason for suspension
- Any study/work to be completed during the suspension
- The arrangements for returning to school, including any commitments to be entered into by the pupil and parents
- The provision for appeal to the Board of Management or Secretary General of the DES, if appropriate (where the total number of days for which the student has been suspended in the current school year has reached 20 days)

A pupil will not be suspended for more than 3 days at a time. In exceptional circumstances, where the Principal considers that a suspension period longer than 3 days is necessary, he/she will refer the matter to the Board of Management for their consideration. A period of 10 days suspension will be the maximum period imposed by the BOM in such exceptional circumstances.

Records and Reports

Formal written records will be kept of:

- The investigation (including all notes of 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

Procedures in Respect of Expulsion (Ref. Pg. 82 NEWB Guidelines)

1. A detailed investigation is carried out under the direction of the Principal.

The Principal will:

- Inform the pupil and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students every opportunity to respond to the complaint of serious/extreme misbehaviour before a decision is made and before a sanction is imposed

2. A recommendation is made to the Board of Management by the Principal.

The Principal will:

- Inform the pupil and their parents that the BOM is being asked to consider expulsion
- Provide BOM and parents with comprehensive information regarding the investigation and the grounds for possible expulsion.
- Notify the parents of the date of the hearing by the BOM and invite them to that hearing
- Advise the parents that they can make an oral and written submission to the BOM.
- Ensure that parents have enough notice to allow them prepare for the hearing

3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing (P84, NEWB guidelines)

4. Board of Management deliberations and actions following the hearing (P.85, NEWB guidelines)

- If the BOM is of the opinion that the pupil should be expelled, they must notify the Educational Welfare Officer, in writing.
- The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. However, the BOM may consider the sanction of suspension during this period, should the continuing

presence of the pupil in the school be likely to seriously disrupt the learning of other students or represent a threat to the safety of other students and staff.

- The BOM should inform the parents, in writing, about its conclusions and the next steps in the process.

5. Consultations arranged by the Educational Welfare Officer

- Within the 20 days, the EWO must make all reasonable efforts to hold individual consultations with the Principal. Parents, student and anyone else who may be of assistance
- Convene a meeting of those parties who agree to attend
- The purpose of the above are to look at the possibility of the pupil continuing in the school or to look at alternative educational possibilities.

6. Confirmation of the decision to appeal.

- When the 20 days have elapsed, the BOM will meet to decide whether or not to expel the pupil.
- Where the BOM remains of the view that the pupil should be expelled, a formal record of the decision will be made.
- Parents will be informed immediately, in writing, that the expulsion will now proceed.
- Parents and student will be informed of their right to appeal and supplied with the standard form on which to lodge an appeal.

7. Appeals

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the NEWB on behalf of a student.
- The appeals process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES)

Pupils with Special Educational Needs

This Code of Good Behaviour applies to all members of our school community. Pupils with special educational needs will be provided with appropriate support and help to ensure they understand our school rules. As part of this support, individual/specialised behaviour plans may be drawn up, in collaboration with parents, the class teacher, LS/RT and or Principal to ensure that optimal support is given and to promote and reinforce positive behaviour.

Communication of the Code of Good Behaviour to Parents/Guardians

Support and co-operation from the parent body is central to maintaining a positive and effective environment for dealing with behaviour in our school. The following procedures are followed to help foster good communication between staff and parents/guardians:

- Upon registration of their child, all parents/guardians are given a copy of the Code of Good Behaviour and asked to sign that they have read, understood and agree to support it.
- A behaviour note may be sent to parents/guardians asking them to speak to their child about an issue and/or asking the child to write about and/or draw it will be sent home (*age-appropriate*)
- Communication in the Homework Journal (Third to Sixth Classes), Homework Bags (J1 to Second Class)
- Detention notes
- Personal contact with class teacher informally before and after school.
- Personal contact with class teacher/Principal in the form of a letter/phone call
- Formal meeting by appointment with class teacher and/or Principal and parents/guardians.

Links to other policy/planning areas:

- Anti-Bullying Policy
- Mobile Phones Policy
- Health and Safety Statement
- Special Educational Needs Policy
- Internet Acceptable Use Policy
- Homework Policy
- SPHE Plan

Review and Monitoring:

This Code of Good Behaviour has been prepared democratically and collaboratively with staff, pupils, parents and the BOM. It will be monitored over the next two years and will be reviewed again in 2024.

This policy adopted/reviewed by Board of Management on 11/10/2020

Signed: *Gen. Dwyer* Chairperson of BOM

Signed: *Kenn O'Malley* Principal