



Faughter
NATIONAL SCHOOL

Code of Behaviour

Faughter School has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

If Faughter School is to achieve a happy and secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes positive behaviour and discourages unacceptable behaviour. The central purpose of this policy is to encourage and provide models of good behaviour rather than simply to punish bad behaviour. Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences. Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to members of staff.

This code of behaviour is established to ensure the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Aims of the code

- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour.
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To encourage the involvement of both home and school in the implementation of this policy

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contributions of all

- To discourage physical aggression and encourage 'Kind hands, kind words, kind feet.'

Rules

The number of school rules will be kept to an essential minimum and can be summed up as:

- Respect / be nice
- Do your best
- Courtesy and good manners
- Follow instructions from staff

Behaviour in class

At the beginning of each school year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour. Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Incentives

Part of the vision of Faugher School is to help children achieve their personal best-academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in the pupil's exercise book
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- Certificates
- A mention to the parents, written or verbal communication
- Stickers
- Student of the day/week, with a cup/certificate
- Badges
- No homework
- Extra computer-time, playtime.

Examples of how misbehaviour in class may be dealt with

- The teacher may discuss misbehaviour with the pupils and give advice on how to improve
- Temporary separation from friend(s)
- Incomplete homework may have to be completed
- Badly presented work may have to be redone
- The class teacher may meet with the parents of the pupil
- A note or comment may be written in the homework journal to be signed by the parents
- If a pupil's behaviour is a source of danger/disruption s/he may be removed from that activity in which s/he is involved
- Recompense is expected to be made by the pupil/parent/guardian for damage, loss or theft of property
- Parents may be called to the school by the Principal to discuss pupil's behaviour with a view to helping the child overcome the difficulty.

Behaviour in yard

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers others or interferes with the play of others is not permitted.

- Rough behaviour (fighting, kicking, punching, biting, spitting, pushing, bad language, shoving, name calling etc) is forbidden
- Retaliation by a pupil is also unacceptable.
- If a pupil is hurt, s/he should report the matter to the supervising teacher.
- Pupils may not retrieve the ball outside school grounds with permission from the teacher on duty
- When the bell rings, children must go immediately to their classroom
- Climbing on fences, basketball posts and football goalposts is not allowed
- Throwing inappropriate objects is forbidden.

Examples of how misbehaviour on the yard may be dealt with:

- The teacher on duty during break times may warn the pupil as to his/her future behaviour and if there is a further incident of indiscipline, the teacher may impose a sanction and inform the class teacher of the same.
- The pupil is reprimanded by the teacher on duty re the misbehaviour and encouraged to behave
- Pupils may be isolated from peers. If pupils continue to misbehave a note to parents may be put in the homework journal and sanctions imposed.
- If there is no improvement in behaviour parents may be called to the school to discuss ways of helping the child overcome the problem.

All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

Examples of serious misbehaviour:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft

Examples of gross misbehaviour:

- Assault of a teacher or a pupil
- Serious theft
- Serious damage to property

Sanction procedure

The use of sanctions or consequences should be characterised by certain features:

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment should be avoided as it breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus.

The following steps will be taken when the children behave inappropriately. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this.

1. reasoning with the pupil, reminding him/her of the rule and the consequences of breaking it
2. verbal reprimand, reminding the pupil that this is a second offence and offering advice on how to improve
3. temporary separation from peers within class and/or temporary removal to another class
4. referral to Principal. Alerting parents/guardians by way of extra homework assignment which must be signed by them on completion
5. loss of privileges/detention during break
6. formal written communication with parents/guardians inviting them to come to the school to meet with the class teacher and Principal
7. exclusion (suspension or expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular 20/90 and Education Welfare Act 2000)

Suspension and expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between the school and parents will be utilised.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case.

The chairperson of the board of management will be informed and the parents will be requested in writing to attend the school to meet the chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to the suspension, where possible, the principal may review the case in consultation with the class teacher and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.

Continuously disruptive pupils or any pupil guilty of a gross misbehaviour may be excluded from school. The maximum initial period of such exclusion shall be three days. The BOM has authorised the chairperson 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 Rule for National Schools and the Education Welfare Act 2000.

Children with special needs

All children are required to comply with the code of behaviour. However Faugher 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 the class teacher and the parents, learning support/resource teacher, and Principal will work closely with home to ensure that optimal support is given.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Parents

Schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationships with parents. Children will co-operate with the code of behaviour fully when parents and teachers work together to implement the code.

New parents are given a copy of code of behaviour at enrolment.

Parents are encouraged to talk in confidence to the Principal Teacher and teachers about any significant developments in the child's life which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

- informal parent/teacher meetings and formal parent/teacher meetings
- through children's homework journal
- letters/notes from school to home and from home to school
- school notice board
- school newsletter

Parents can support the plan by the following methods:

- Parents ensure their children attend school regularly as per the school calendar year.
- Parents encourage their children to do their best and to take responsibility for their work
- Parents are aware of and cooperate with the school's rules and system of rewards and sanctions
- Parents attend meetings at the school if requested
- Parents help their children with homework and ensure that it is completed
- Parents ensure their children have the necessary books and materials for school

Success Criteria

The success of this policy will be evaluated through

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.

Roles and Responsibilities

The overall day to day responsibility for behaviour within the school lies with the principal. Each class teacher has responsibility for the behaviour within his/her classroom, while sharing in the common responsibility for good order within the school. Parents and the Board of Management are responsible for supporting the staff in their work and encouraging their child/children to adhere to the code. Pupils themselves are encouraged to obey the school rules and take responsibility for their own actions.

Implementation Date

This policy will apply from September 2012

Timetable

The operation and effectiveness of this policy will be reviewed in June 2014 or if needs arises, sooner.

Ratified _____ Date _____
Chairperson, Board of Management, Faugher National School