

**Scoil Mhuire Agus Iosaf  
Collooney**

**Roll No: 20122C**

[www.smaicollooney.school](http://www.smaicollooney.school)



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## **Code Of Behaviour Policy**

### ***Discipline Policy***

Our Discipline Policy was planned and developed by members of the teaching staff, parents and Board of Management having been reviewed following the issuing of Guidelines by the National Educational Welfare Board.

It was agreed that a high standard of behaviour requires a strong sense of community, loyalty within the school and a high level of cooperation between staff, pupils, parents and wider school community.

### ***Mission Statement***

Scoil Mhuire Agus Iosaf is a Catholic, primary school, which strives to provide a well ordered, caring, happy and secure atmosphere where the intellectual, spiritual, moral and cultural needs of the pupils are identified and addressed. While Scoil Mhuire Agus Iosaf is a school with a Catholic ethos, it also has due recognition for all other religions. Scoil Mhuire Agus Iosaf will strive to promote, both individually and collectively, the professional and personal development of teachers through staff development programmes.

## **Aims**

- Scoil Mhuire Agus Iosaf will encourage the involvement of parents through home/school contacts and through their involvement in Scoil Mhuire Agus Iosaf parents association.
- Scoil Mhuire Agus Iosaf will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage in them a sense of responsibility.
- Scoil Mhuire Agus Iosaf will promote gender equality amongst the teachers and pupils.
- To create an environment where all partners in the school community (i.e. pupils ,staff members and parents) feel safe, respected and valued.
- To promote self-discipline
- To create an environment where the pupils and their teachers can reach their creative and intellectual potential without disruption.
- To have a framework in place (i.e. the Code of Behaviour) and link this in with the school's SEN Policy to help the school run smoothly.
- To establish an effective means of communication between pupils, teachers, parents/guardians and Board of Management.
- To help pupils acquire and develop moral and ethical values and a respect for the belief and values of others.
- As a staff our aim is to create a happy, secure environment for all our pupils, within which there is order, effective teaching and an agreed approach to discipline.

## **Standards of behaviour**

*Standards of behaviour should reflect values such as:*

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict forgiveness

The standards should reflect the commitment that the school expects from students to their own learning and to that of their peers.

*The commitment includes:*

- Attending school regularly and punctually.
- Doing one's best in class.
- Taking responsibility for one's work.
- Keeping the rules.
- Helping to create a safe, positive environment.
- Respecting staff.
- Respecting other students and their learning.
- Participating in school activities.

Standards are also a way of signalling to members of the school community the kinds of behaviours that are not acceptable in the school, for example:

- 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

### **The Rights of Pupils, Teachers and Parents.**

#### **Pupils's rights:**

*Pupils have the right:*

1. To be educated in a safe, happy and secure environment.
2. To grow intellectually, emotionally and physically with an understanding of special needs and disability.
3. To be treated as an individual with due respect and regard for others within the school community.
4. To be listened to and to question.

5. To express their concerns, beliefs and opinions.
6. To be free from all forms of abuse, whether physical, emotional, mental or sexual.
7. To receive information about topics and concerns affecting their lives (including information on the code of discipline).

**Teachers' rights:**

*Teachers have the right:*

1. To educate in an environment relatively free from disruption.
2. To be treated with respect.
3. To have full and open communication with parents.
4. To voice concern about a child's safety, behaviour and academic progress.
5. To support relevant information and cooperation from parents in order to achieve the school's aims and objectives.
6. To be listened to and participate in decision making that affects their own school work and that of the school in general.
7. To appeal to a higher authority e.g. Principal, Board of Management, Department of Education and Science and the Irish National Teachers' Organisation.
8. To receive adequate facilities and resources appropriate to their teaching duties.

**Parents' rights:**

*Parents have the right:*

1. To communicate with teachers on matters of mutual interest and concern.
2. To respect, have understanding and confidentiality.
3. To be listened to.
4. To receive progress reports in accordance with agreed school policies.
5. To have contact at an early stage to discuss difficulties.

6. To be consulted for disciplinary action at an early stage.
7. To appeal to a higher authority, e.g. Board of Management, Department of Education & Science.
8. Of access to the Code of Discipline of the school and to receive information on school policy and procedure.

### **Responsibilities of Pupils, Teachers and Parents**

*Pupils are to be responsible for:*

- Their class work and homework.
- Knowing and complying with school and class rules.
- Their behaviour in class and in the schoolyard.
- Their belongings
- Their classroom
- School property.
- Their environment.
- Playing safely and fairly.
- Including others in their games.
- Helping and caring for others, in particular the younger pupils in the school.
- Telling a member of staff if they know another child is not being respected.

*Parents are responsible for:*

- Encouraging pupils to have a sense of respect for themselves, for others, for their own property and that of others.
- Ensuring homework is completed.
- Ensuring pupils attend school regularly and punctually wearing their school uniform.
- Ensuring pupils are prepared for school with pencils, books etc.
- Ensuring pupils have had enough sleep and food.
- Keeping in touch with the school about all aspects of their child's learning, progress and behaviour.

- Communicating to school/teacher any problems, which affect pupils's learning and or safety.
- Co-operating with teachers in incidents where their child's behaviour is causing difficulty for others.
- Informing school in writing of reason for all absences.
- Being familiar with school policies, codes of behaviour etc, and supporting and implementing these policies.

*Teachers are to be responsible for:*

- Supporting and implementing the school's Code of Behaviour.
- The pupils in their care.
- Creating a positive atmosphere/environment for learning.
- Being firm and fair, without shouting at any child. Treating all pupils with equal respect.
- Giving due attention to all pupils.
- Communicating with parents on issues concerning their child's learning and behaviour.
- Having positive expectations for pupils.
- Ensuring opportunities for disruption are minimised.
- Adhering to the homework policy.
- Informing pupils what is expected from them in terms of behaviour.

### **Code of Behaviour/School Rules.**

The following is the general code of behaviour expected of all pupils.

#### **BASIC RULES:**

Each child is given a copy of the following basic rules. These rules are signed by both parent/guardian and pupil.

This is then inserted in the child's Homework Diary/pupil file.

## Rules for Good Behaviour

- 1. I will respect myself, the other pupils and the teachers in my school by what I say and do.*
- 2. I will respect school property, my property, rental books and other pupils' property.*
- 3. I may not leave the yard during playtime without a teacher's permission.*
- 4. I will behave myself in the yard. I will stop playing when the bell rings and I will line up correctly.*
- 5. I will behave myself in class and my behaviour should not distract the teacher and the other pupils in my room as they do their work.*

### **Classroom rules:**

1. I will sit on my chair when requested to do so and do my work well
2. I will listen. I will let others speak
3. I will always walk and never run
4. I will help to keep a tidy classroom.
5. I will use the toilet properly and wash my hands.
6. I will be kind and helpful and not hurt other peoples' feelings
7. I will stay in my place if my teacher is out of the room.

### **Yard rules:**

1. I will stay in my designated area.
2. I will walk quietly in my line to and from the yard.
3. I will let others join in my games.
4. I will be gentle. I will not kick, punch or play rough games.
5. I will not use bad language or call names.
6. I will be fair.
7. I will walk to my line when I hear the bell.
8. I will not push or shove in the line.

### **Classroom Discipline:**

Positive attitudes will be encouraged by all teachers.

- Teachers promote models of good behaviour.
- It is not appropriate to shout at pupils
- Remind pupils of rules and the rationale for them.
- Reward good behaviour. "Catch them while they're good"
- Give privileges to pupils, when they are good.
- Assemblies to reiterate rules and good behaviour.
- Class teacher operates a reward system appropriate to their class.  
(Marble System)



Minor misbehaviours:

- Continuous talking
- Pushing in line
- Telling silly tales
- Refusal to do work
- Refusal to do Homework
- Behaviour in class
- Behaviour in yard/at games/ hall
- Respect for school community
- Respect for school and other pupils' property
- Repeated interruption
- Obedience
- Punctuality
- Non wearing of school uniform
- Rough play
- Playing outside of the designated area.

Serious misbehaviours:

- All minor misbehaviour when on a continuous basis
- Serious fighting
- Stealing from others

- Ongoing lying/ dishonesty
- Use of mobile phones during school hours
- Disrespect
- Hitting or aggressive behaviour
- Bad/inappropriate language
- Racist remarks
- Biting
- Uncontrolled behaviour
- Use of mobile phone as recording device

Major misbehaviours:

- All serious misbehaviour when on a continuous basis
- Blatant disobedience or disrespect
- Insults to staff
- Damage to property
- Bullying
- Threats
- Pornography
- Continuous disruption
- Brawling
- Any behaviour, which has a detrimental effect on the education/ safety of others.

## **Complaints**

- A parent/guardian who wishes to make a complaint should make arrangements to speak with the class teacher with a view to resolving the complaint.
- Where the parent/guardian is unable to resolve the complaint with the class teacher she/he should make arrangements to speak with the principal with a view to resolving it.
- If the complaint is still unresolved the parent/guardian should lodge the complaint in writing to the Chairperson of the Board of Management with a view to resolving it.

## **Sanctions to deal with misbehaviours:**

### *Minor misbehaviour*

1. Verbal warning from teacher
2. Sanction system appropriate to class
3. Removal from class/yard
4. Verbal warning from Principal
5. Contact parents requesting a meeting.

### *Serious misbehaviour:*

1. Parents informed.
2. Removal or separation from class or yard.
3. A follow up meeting with parents may be requested to start an intervention and behaviour management program.

*Major misbehaviour:*

1. Parents informed
2. Review of conduct
3. Suspension
4. Expulsion.

*Suspension*

As part of the code of behaviour, the board of management may use suspension. The board of management has the authority to suspend a student. This authority is delegated to the principal formally and in writing. Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked.

The decision to suspend a student requires serious grounds such as that:

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

*Factors to consider before suspending a student:*

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour

- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension will be part of an agreed plan to address the students behaviour.

The suspension will:

- Enable the school to set behavioural goals with the students and their parents
- Give the school staff an opportunity to plan other interventions
- Impress on a student and their parents the seriousness of the behaviour.

### **Forms of suspension:**

#### *Immediate suspension:*

In exceptional circumstances the principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

#### *Automatic suspension:*

A board of management may decide, as part of the school's policy on sanctions and following the consultation process with principal, parents, teachers and students, that particular named behaviours incur suspensions as a sanction.

However, a general decision to impose suspension for named behaviour does not remove the duty to the due process and fair procedures in each case. Behaviour that is persistently disruptive to learning or potentially dangerous can be a serious matter. Behaviour will be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

### *Procedures in respect of suspension*

- Inform the students and parents
- Give an opportunity to respond
- Procedures in relation to immediate suspension

### **Expulsion**

The board of management in extreme cases of unacceptable behaviour may expel a student. The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour. There may be circumstances where the board of management forms the opinion that a student should be expelled for a first offence.

In all cases of suspension or expulsion the procedure laid out by the National Education Welfare Board Guidelines will be followed.

### *Factors to consider before proposing to expel a student.*

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is a proportionate response
- The possible impact of expulsion

Assistance and guidance may be sought from bodies such as the Education Welfare Officer, Child and Adolescents Mental Health Services, National Council for Special Education, The National Educational Psychological Services, Dept of Education Inspectorate.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the principal
2. A recommendation to the board of management by principal
3. Consideration by the board of management of the principal's recommendation; and the holding of a hearing
4. Board of management deliberates and actions following the hearing
5. Consultations arranged by the Educational Welfare Officer
6. Confirmation of the decision to expel

### *Appeals*

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### *Factors to consider before proposing to expel a student.*

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is a proportionate response
- The possible impact of expulsion.

*Conclusion:*

The school places great emphasis on the part that parents can play in encouraging and developing acceptable levels of social behaviour. If a good relationship exists between parents and school staff, the pupils will ultimately reap the benefits.

**This policy was implemented and ratified by the Board of Management on the 13th October 2021. It will be reviewed every 2 years.**

**\*\*\*\*See additional templates below\*\*\*\***



Dear Parent(s)/Guardians(s),

Please talk to your child and remind him/her of the importance of keeping the following rule/rules:

- Behaving in class.
- Homework
- Behaving in yard /at games /in hall
- Application to work
- Not deliberating hurting others
- Obedience Listening and paying attention
- Having respect for all members of the school community and themselves.
- Having respect for school property, their own belongings and those of other pupils.

1. I have talked to my child about the above rules and he/she promises to try harder.

Signed: \_\_\_\_\_ Parent/ Guardian

2. I promise to try harder.

Signed: \_\_\_\_\_ Student