

Killea Boys National School
Dunmore East
Co. Waterford

CODE OF BEHAVIOUR

The primary objective of the school is to bring about the full development of each pupil. This will be achieved while recognising the uniqueness and dignity of the individual. We aim to provide an atmosphere in the school where there is good order and an environment where both teachers and pupils can work in harmony. School rules are necessary to provide such an environment. Respect for others and co-operation amongst pupils, parents, staff and Board of Management are the guiding factors in our code of behaviour. With such an atmosphere of harmony and good order, pupils will derive maximum benefit from their schooling.

AIMS

1. To create a positive learning environment that encourages and reinforces good behaviour.
2. To provide guidance for pupils, teachers and parents on behavioural expectations.
3. To provide for the safe, effective and harmonious operation of the school.
4. To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
5. To develop pupils self-esteem and to promote positive behaviour.
6. To facilitate the development and education of all the children.
7. To promote equality and fairness among all.
8. To encourage consistency of response to both positive and negative behaviour.
9. To enable teachers to teach without disruption.
10. 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 their example has an important influence on the children.

PRINCIPLES UNDERLYING THE CODE OF BEHAVIOUR

Killea Boys National School recognises that all behaviour is based on the relationships of the community of people who interact on a daily basis throughout the school environs. For such relationships to be positive and effective, respect, consideration and tolerance of others must be to the forefront of all interactions. Furthermore, it is understood that positive relationships must be founded on trust. The Code of Behaviour recognises that the behaviour of the adults in a child's life, including parents, and teachers, is a significant influence on how a child acts.

The Code of Behaviour gives priority to good behaviour. It is essentially understood throughout the Code that Killea Boys School expects high standards of behaviour. Killea Boys School has high expectations also of the effort put into school life by each pupil and holds as an expectation that each pupil will be able to succeed to the maximum of their ability. The needs of any pupil whose behaviour is unacceptable will be balanced with the educational and welfare needs of the other pupils in the school.

Where a pupil has difficulties with behaviour, Killea Boys School commits to providing positive support and the active teaching of the relevant skills to the pupil in question.

The Code of Behaviour of Killea Boys School aims, through its implementation, to promote and provide a positive and safe classroom environment for pupils, teachers and special needs assistants. In Killea Boys School, while committing to the welfare of every pupil and committing to the right of every pupil to participate in and benefit from their education in Killea, the needs of all the pupils/staff will have to be taken into account when dealing with unacceptable behaviour. A balanced approach to the needs of all concerned will be exercised.

Through its implementation, the Code of Behaviour aims to promote the conditions where learning and teaching can take place with dignity and free from the threat of violence for both staff and students. The Code of Behaviour will be implemented in a reasonable, fair and consistent manner.

It is understood that the term 'classroom' includes the traditional physical classroom setting but also includes any place where the class teacher is in charge, e.g. school hall and grounds, school garden, library, swimming pool, bus, street, school tour, fieldtrip, athletics meeting, school sports, matches/games, etc.

SCHOOL RULES AND EXPECTATIONS

Our rules provide for the establishment of a solid and predictable routine. Such routine is a core factor in providing a stable platform upon which pupils can learn and perform to the best of their ability.

1. School starts at 9.10 a.m. when the bell rings. 9:10-9:20 is assembly time.
Killea Boys School cannot accept responsibility for pupils before 9:10 a.m.
All pupils are expected to walk to their line once they hear the bell.
Once a pupil has entered the school grounds, he must remain inside them.
School finishes at 1.50 p.m. for Infant Classes and 2.50 p.m. for 1st to 6th Classes.
Infant – 2nd class teachers will bring their respective classes to the gate.
Infant pupils will only be allowed home when a parent or assigned adult comes to collect the pupil from the school gate.
If a child is sick, he must be collected by a parent/guardian or assigned adult. He will not be allowed home by himself.
2. Parents who wish to speak to a teacher need to request a meeting in advance in their son's homework journal or via a phone call to the office. The first port of call for parents, when dealing with issues relating to children, should always be the class teacher. If an issue remains unresolved, a further meeting involving the Principal may be arranged following a request to the school office. A teacher may also request a meeting with a parent/guardian at any stage throughout the school year. Informal parent/guardian/teacher meetings with mutual consent may occur at collection times. It is expected that all meetings with parents/guardians and teachers will be conducted in an atmosphere of mutual respect. Parents/Guardians and Teachers must not take an aggressive stance or demeanour during a meeting being held to discuss the needs of a child. The Principal may be called upon to join a Parent/Guardian/Teacher meeting where it is deemed necessary. Minutes of meetings may be taken.
3. a) Pupils should come to school dressed in the school uniform or school tracksuit on assigned days. i.e. school tie, school jumper with crest, grey shirt and grey pants. The Code of Behaviour applies to every occasion where pupils are in the care of teachers irrespective of time or location.
b) Pupils are allowed to wear the school tracksuit (school tracksuit, white polo shirt and runners) coming to school on P.E. days and other designated days. Other tracksuits or T-shirts/ jerseys are not acceptable.
c) Pupils should come to school with neat and tidy hairstyles. Dyed hair is not allowed. In the interest of hygiene and self-respect, pupils should come to school in clean uniforms. A routine of cleanliness should be established by each pupil.
d) Pupils at Infant level must be toilet trained before they commence school unless a written directive has been received from the Early Intervention Team.
e) In the interests of health and safety, pupils are not allowed to wear jewellery. Specifically earrings, necklaces, bracelets are not allowed. Piercings of any kind are not allowed.
f) Where a pupil has his ear pierced, he may not wear an earring to school.
g) Pupils are allowed to wear wrist watches.
4. An explanatory note from parents will be required for all absences from school.

In order to comply with the Education Welfare Act 2000, a pupil must be reported to the National Educational Welfare Board when his cumulative absences reach 20 days in one school year. Parents will be notified of such reporting. Regular attendance at school is vital for children to derive maximum benefit from their education. It is the responsibility of parents/guardians to make sure that their child attends school on a regular basis.

5. a) Pupils are strictly forbidden from leaving the school and grounds without permission.
 - b) Parents/guardians who wish their child to leave the school between 9.10 a.m. and 2.50 p.m. need to inform the class teacher/teacher in charge prior to collection.
6. Pupils are expected to treat all adults and fellow pupils with respect, courtesy and politeness at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
7. Pupils shall behave in such a manner that allows the teacher to teach and the other pupils to learn.
8. It is understood that homework is not completed until it is handed to the class teacher. Whenever homework is not complete, the pupil is required to present an explanatory note from his parent/guardian to his teacher. Otherwise, the work will be completed during break time.
9. Whenever extra work is not done, an explanatory note from a parent/guardian to the teacher is required. The extra work must still be done.
10. a) Pupils are expected to take pride in their appearance.
 - b) Pupils are expected to have all the necessary books and equipment for school and to have PE gear on the appointed day.
 - c) Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
 - d) **Pupils must have their name on all of their possessions.**
 - e) Pupils who bring a note signed by their parents, stating the reason why, may be excused from that week's swim. This practise is discouraged and will only happen when there is no alternative. A child who is too sick to swim will be considered too sick to be in school. Pupils who are not attending swimming lessons will need to provide the school with a letter from a medical professional stating a reason as to why swimming would be detrimental to the health and well-being of the child. This child must be collected by a parent or guardian and cared for while the class is swimming.
11. When moving about the school, **PUPILS SHOULD WALK QUIETLY.**
12. Aggressive and bullying behaviour is forbidden.

“Bullying is repeated aggression, verbal, psychological or physical conduct by an individual or group against others.” (Dept. of Education & Skills)
13. Pupils are expected to take great care of all school property and not litter the school grounds. Chewing gum is forbidden.
14. Healthy eating is promoted in Killea Boys National School as per our Healthy Eating Policy. Pupils may bring one ‘treat’ on Fridays.

15. Pupils must enter and leave the school via the front gate. Parents may not park in front of the school gate to collect pupils. Parents are asked to obey the parking signs at the front of the school.
16. Cycling is forbidden on school grounds unless it's done under teacher supervision.
17. Pupils are not allowed to bring mobile phones to school. If a phone is found during school time it will be confiscated and stored in the school office. It will be returned to a parent/guardian in person as soon as the parent/guardian comes to the office.
18. If a pupil uses any device to record audio, images or video files of events in school, it will be deemed to be a serious misbehavior and will be dealt with in accordance with the procedure for dealing with major breaches of discipline.
19. Cameras, iPods, Nintendo Games and all other such electronic devices are not allowed in school.
20. Dogs are not allowed onto school grounds. Owners will be held responsible for injuries or damage caused by their dog(s).
- 21 Smoking is not allowed on school grounds.

AFFIRMING POSITIVE BEHAVIOUR

Positive reinforcement of good behaviour leads to better self-discipline. We place a greater emphasis on rewarding and incentives than on sanctions. Positive actions include words of praise and encouragement, class dojo points, group stars, time in the soft play room, tickets for fortnightly raffle, homework vouchers, certificates etc.

In order to promote positive behaviour the following strategies will be used.

1. School Assemblies:

An assembly will be held every two weeks. Certificates are awarded to the Dalta na Coicise in each class. Boys achievements are celebrated at assemblies also.

Boys are given tickets for good behaviour by members of staff other than their class teacher. At each assembly, a raffle will be held and a small prize will be given to the winner. Attendance awards are given at the last assembly on the last day of the year.

2. Other incentives used may include:-

- A quiet word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or the Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Written or verbal communication with parents/guardians
- Homework vouchers may be issued as a reward.
- Golden time may be used as a reward by teachers with their class.
- Stickers or treats may be used.
- Extra play time.

3. At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect the school rules and are presented in positive language to the children. Eg “Walk” and not “Don’t run”.
4. Individual class teachers may use different strategies in their classes such as individual class dojo points, group stars etc as positive behaviour incentives.
5. Where behavioural difficulties arise, parents will be contacted at an early stage.

The school staff are conscious of the efforts the pupils make to keep the rules and work diligently in class. While sanctions are necessary, good behaviour and work effort will be rewarded positively.

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. The degree of misdemeanours i.e. minor, serious or gross will be judged by the teachers and/or the Principal based on a common sense approach with regard to the gravity and frequency of such misdemeanours. All everyday instances of a minor nature are dealt with by the class teacher.

Examples of Minor Misdemeanours (This list is not presumed to be exhaustive)

- Interrupting class work
- Arriving late for school
- Running in the school building
- Talking in the class
- Leaving seat without permission
- Placing unfinished food/drink cartons in class bin
- Leaving litter around the school
- Not wearing the correct uniform without an explanatory note
- Being discourteous/unmannerly
- Displaying a negative attitude towards school activities
- Not completing homework without good reason
- Not having homework signed by a parent/guardian
- Swinging in their seat
- Endangering self/fellow pupils/adults in the school yard at break time at a non-malicious level.

EXAMPLES OF SERIOUS BREACHES OF DISCIPLINE

(This list is not presumed to be exhaustive)

- Persistent repeated minor misbehaviours that interfere with the teaching and learning on a regular basis eg persistent disruption of the class, telling lies, .
- Bullying / threatening others / physical violence / spitting
- Refusal to do homework / written punishment
- Deliberate bad language / name calling and teasing

- Disobedience / disrespect to teachers or other school employees
- Continuous disruption / repeatedly deliberately wasting time in class
- Vandalism
- Unauthorised absence from school
- Deliberately injuring a fellow pupil
- Leaving school and grounds without permission during the school day
- Stealing
- Cyber bullying by text or by any electronic means

EXAMPLES OF GROSS BREACHES OF DISCIPLINE

- Repeated serious misbehaviours
- Putting themselves or others in serious danger by going against the immediate direct instruction of a teacher.
- Bringing weapons to school
- Assault on a teacher or pupil
- Serious theft
- Serious damage to property

SANCTIONS FOLLOWING BREACHES OF DISCIPLINE:-

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

- It must be clear why the sanction is being employed
- 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
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

Examples of steps to be taken by teachers when dealing with inappropriate behaviour. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this. The list is by no means exhaustive.

- Reasoning with pupil.
- Verbal reprimand.
- Stand at their desk for a brief period.
- Losing class points.
- Temporary separation from peers within class and/or temporary removal to another class.
- Note in homework journal to be signed by parent/guardian.
- Extra work prescribed and signed.

- Detention during break.
- Write story of what happened. Behaviour reflection page to be completed and signed parents.
- Loss of privileges eg representing the school, jobs etc.
- Denial of participation in some class activity.
- Daily report card to be signed each day.
- Meeting between parents and class teacher.
- Referral to Principal.
- Detention after school. Communication of this to parents may be verbal or by letter depending on the circumstances.
- A child may not be allowed travel on a school trip due to ongoing behavioural problems. Such a sanction will be explained to the child in advance and his parents/guardians will be informed of the sanction being applied.
- Principal meeting with parents.
- Child may be sent home for disruptive or dangerous behaviour. Parents/guardians will be contacted to come and take the child home.
- Child may be placed on shortened day. Such a shortened day will be discussed with parents/guardians.
- Meeting of parents/guardians with principal and chairperson of the Board of Management. If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner, the pupil may be suspended for a period.
- **Suspension:** A Suspension will first be considered by the Board of Management. Following sanction by the Board, the Principal will notify the parents/guardians of the child both by phone or meeting and in writing. Suspension will be in accordance with the terms of Rule 130 (5) of the Rules for National Schools and the Education Welfare Act. A period of suspension may be of one to five days and will be decided upon by the Board. Pupils will be set a body of work to be completed while on suspension. This work must be completed and failure to do so may lead to further suspension.
- 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 of Management shall authorise the Principal to sanction an immediate suspension for a period not exceeding three school days. During this period, the suspension may be extended or appealed pending a meeting of the Board. The child's parents/guardians may attend the meeting.

Removal of Suspension:

After completing a suspension, the parents/guardians **must** accompany the pupil concerned to meet the Principal before school on the morning of his reinstatement. Before he is allowed return to class, parents **must** give a satisfactory undertaking in writing that the pupil returning will behave in accordance with the school code. The pupil must have completed their prescribed work, ask the class teacher to be re-admitted into the class and apologise for their behavior. The Principal must be satisfied that the pupils reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The behaviour and attitude which led to

suspension will be discussed and targeted behaviour will be explained to the pupil. A behaviour plan will be formulated and the pupil may be formally re-admitted to class.

- Expulsion may be considered in an extreme case in accordance with Rule 130 (6).
- Before suspending or expelling a pupil, the Board shall notify the Local welfare Education officer in accordance with section 24 of the Education Welfare Act.
- When a pupil requires a psychological assessment in relation to behavioural problems, a referral to the appropriate agencies will be discussed with the parents/guardians. Help will also be sought from support services within the wider community e.g. Community Care Services provided by the H.S.E. Informal advice can be sought from NEPS regarding any child presenting with behavioural difficulties.
- In so far as School resources permit, any pupil who receives an assessment for behavioural problems will have the necessary supports put in place in accordance with the recommendations made by the appropriate agency. With support, the pupil will be expected to behave in a manner that does not interfere with teaching and learning and does not compromise the safety of others or the pupil himself. With parental involvement, the child will be expected to acquire developmentally appropriate skills in order to assist with self-management.

Children with Additional Needs

- Approaches to managing behaviour may be modified to ensure that they are developmentally appropriate to a child with Special Educational Needs or behavioural difficulties. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/resource teacher and/or Principal. Professional advice from psychological assessments will be invaluable. Individual Behaviour Plans (IBP's) will be supported by a formal NEPS assessment. A pupils classmates/peers may be taught strategies to assist a pupil with additional needs to adhere to the rules and thus provide peer support. This will done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Steps for dealing with yard misbehaviour

Misbehaviour in the yard consists of any action that puts the safety of self/other pupils/adults at risk.

- Time out in the yellow box.
- Removal from the yard for repeated yard misbehaviour.
- Child may be suspended from the playground for periods of time. These periods of suspension from the playground may be for one break, one day, 3 days, one week or may be continuous if child continues to be disruptive. All such suspensions from the playground will be supervised by the teacher on yard duty.
- Parents/guardians may be requested/instructed to come in to school to supervise their child in an area away from the playground. Such a situation may arise where a child is posing a regular and repeated danger to himself and others.

The following lists the responsibilities of all parties that make up our School Community. This Code of Behaviour will be successful if we all meet these responsibilities.

BOARD OF MANAGEMENT'S RESPONSIBILITIES

- Provide a comfortable, safe environment
- Support the Principal and Staff in implementing the Code of Behaviour
- Ratify the Code of Behaviour

PRINCIPAL'S RESPONSIBILITIES

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as required

TEACHERS' RESPONSIBILITIES

- Support and implement the school's Code of Behaviour
- Create a safe working environment for each pupil
- Recognise and affirm good work
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Model self-discipline and respectful behaviour

PUPILS' RESPONSIBILITIES

- Attend school regularly and punctually
- Listen to their teachers and act on instructions/advice
- Show respect for all members of the school community
- Respect all school property and the property of others
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Bring correct materials/books to school
- Follow school and class rules

Safety: - For my own safety and that of others:

- i.I should be careful coming to and going from school.
- ii.I should always walk while in the school building.
- iii.I should remain seated when instructed to do so and while eating lunch.
- iv.I should never run wildly in the school yard and always show respect for my fellow pupils.
- v.I should bring a note of explanation following absences.
- vi.I should never leave the school grounds without the permission of the teacher on yard duty, class teacher or the principal.

Caring for Myself

- i.I should respect myself and my property, always keeping my school bag, books and copies in good order.
- ii.I should always be in school on time.
- iii.I should show respect for my school and be proud to wear the complete school uniform every day.
- iv.I should always be aware of my personal cleanliness.
- v.I should always bring a sensible, nutritional lunch to school.
- vi.I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

Caring for Others

- i.I should be kind and respectful to teachers and fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line.
- ii.I should behave well in class so that my fellow pupils and I can learn.
- iii.I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers etc. home. I should show respect for the property of my fellow pupils, the school building and grounds.
- iv.I should be truthful and honest at all times.

Bullying

I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable. Killea Boys National School is a bully-free Zone. For further information, see our anti bullying policy.

Parents/Guardians Responsibilities

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend school regularly and punctually.
- Be interested in, support and encourage their children's schoolwork.
- Sign the homework journal of pupils from 1st - 6th class each night .
- Present a written note of explanation for absences.
- Be familiar with the Code of Behaviour and support its implementation.

- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect the child's behaviour/progress.
- Conduct all meetings in school in a respectful and courteous manner.
- Discourage children from using physical force as a means of resolving conflict.
- Encourage children to listen and to be willing to see another's point of view.
- Model self-discipline and respectful behaviour.
- Present any concerns to their sons' teacher and refrain from approaching pupils themselves.

CO-OPERATION OF PARENTS/GUARDIANS

Enrolment at Killea Boys National School implies full acceptance of and agreement with this Code of Behaviour.

This Code of Behaviour was adopted by the Board of Management of Killea Boys National School at a meeting held April 2017.

This revised Code of Behaviour was ratified, following consultation throughout the year 2016/17 with School Staff and with the School's Parents' Association,

This revised Code of Behaviour will be effective from April 2017.