



Caherelly National School

Scoil Náisiúnta Ailbhe



Grange, Kilmallock, Co. Limerick.

CODE OF BEHAVIOUR

The Board of Management of Scoil Ailbhe, Caherelly NS have prepared our school's Code of Behaviour in compliance with Section 23 of the Education Welfare Act 2000 and following guidelines issued by the National Educational Welfare Board (NEWB) for its pupils, staff and parents.

Introduction

Good discipline is the system and ethos which aims to cultivate in pupils an acceptance for and recognition of responsibility for their actions. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

Effective learning can only take place where standards of good behaviour are set as prerequisites. Good discipline is that which enables the school to fulfill its function, namely the full development of the potential in all its pupils. Bad or disruptive behaviour is conduct which prevents this either when an individual prevents his or her own development by misbehaving or when unacceptable conduct disrupts the development process for other members of the school community. Our Code of Good Behaviour is based on the rights of all the members of the school community, the pupils, the teachers and the parents.

Aims:

- a) In devising the code, consideration has to be given to the particular needs and circumstances of Scoil Ailbhe. The aim is to create an orderly and secure environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development.
- b) Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school.

Principles of Discipline Policy:

If our school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The School Code of Behaviour places an emphasis on recognising and modeling good behaviour, emphasising rewards not sanctions and the ideal



is that pupils will acquire the skills of self-discipline. There are times however when it may be necessary to impose sanctions in order to maintain good order, and to discourage unacceptable behaviour. We recognise the variety of differences which exist between children, and the need to accommodate these differences. School rules are kept to a minimum, and are devised with regard for the health, safety and welfare of all members of the school community. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, parents and pupils. Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner.

Rights of children

Children have the right:

- **To be educated in a safe, happy and secure environment.**
- **To grow intellectually, emotionally and physically with an understanding of special needs and various abilities.**
- **To be treated as an individual with due respect and regard for others within the school community.**
- **To be listened to and to question.**
- **To express their emotions, doubts and beliefs.**
- **To be free from all forms of abuse, whether physical, emotional, mental or sexual. To receive information about topics and concerns affecting their lives (including information on code of discipline).**

Teachers Rights

Teachers have the right:

- **To educate in an environment free from disruption.**
- **To be respected and held in proper esteem.**
- **To full and open communication with parents/guardians.**
- **To information on the child, their health status/underlying conditions, developmental history, family background and easy access to parents when necessary.**



Caherelly National School

Scoil Náisiúnta Ailbhe



Grange, Kilmallock, Co. Limerick.

-
- **To voice concerns about the child's safety, behaviour and academic progress.**
 - **To expect backup, support and cooperation from parents.**
 - **To confidentiality.**
 - **To be listened to.**
 - **To appeal to a higher authority, e.g. Board Of Management, Department of Education, Union.**
 - **To due notice and adequate background information prior to any meeting with parent/guardian.**
 - **Parent/Guardian will be requested to complete a “Parent /Teacher Meeting/Phone call request form” prior to any meeting/phone call.**

Parent/Guardian will be requested to sign a ‘Parent /Teacher Meeting Agreement’ prior to any meeting/phone call.

Parents /Guardians Rights

Parents/Guardians have the right:

- **To access regular informative communication with the Teaching Staff.**
- **To respect, understanding and confidentiality.**
- **To information on their children's progress in school.**
- **To be consulted for disciplinary action at an early stage.**

To appeal to a higher authority, e.g. Principal, Board of Management, Patron or Department of Education

Role of parents

The respect, support and cooperation of parents are essential to the effective operation of the Code of Behaviour. If teachers and parents are not working in harmony, inevitably, the pupils will suffer. Parents will be informed at an early stage if problems occur. Parents are invited to keep in close contact with the school with regard to all aspects of the child's progress. Partnership between parents and school in regards to behaviour is key.

SCHOOL RULES:



Caherelly National School

Scoil Náisiúnta Ailbhe



Grange, Kilmallock, Co. Limerick.

- Show respect for self and others at all times.
- Show respect for your own property and that of others.
- Show kindness and willingness to help others.
- Display courtesy and good manners to all
- Be fair in your dealings with others.
- Be ready to use respectful ways of resolving difficulties and conflicts
- Practice forgiveness.

Scoil Ailbhe expects the following commitment from its pupils:

- 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 all staff
- respecting other students and their learning
- participating in school activities.

Refer to our Anti-Bullying policy and positive steps to improve relationships.

Respect and Courtesy:

All pupils are expected to treat staff, their fellow pupils and visitors with respect and courtesy at all times. The use of foul language and any form of bullying is unacceptable. (please refer to our Anti-bullying policy)

Punctuality:

The official opening time is 9.20 a.m. Classes for infants end at 2 p.m. classes for the other pupils end at 3 p.m.

No responsibility is accepted for the pupils outside of these times.

Personal Property:

Children should have their names on their coats and other personal property such as school books, copies etc.



School Property and the School Environment:

Pupils must respect all school property, and keep the school environment clean and litter free. The playground is a litter free zone. To protect the environment the school is involved in various projects:

- o *Recycling*: Waste paper and cardboard are collected for recycling
- o *Healthy Eating*: See Healthy Eating Policy

Uniform

Full school uniform must be worn except when otherwise stipulated.

Hair Style

We encourage hairstyles to be kept neat and tidy - with hair in its natural colour.

Mobile Phones:

Use of a phone's camera or watches with camera features are prohibited . Mobile phones are prohibited in school class except with prior approval of the Principal or person in charge. Children are not allowed to use mobile phones between 9:20-3 pm while on the school premises.

Refer to Acceptable Usage Policy

Anti-bullying Policy

Safety

In the interest of safety:

1. Pupils are not allowed to wear jewellery (except watches)
2. Cycling in school grounds is forbidden
3. Children staying on at school for after school activities are not allowed to leave the school premises at 3pm.

Please refer to our Health & Safety Policy for further information.

Behaviour in Class

- Pupils must have all books and required materials.
- Pupils are expected to work to the best of their ability, and to present written exercises neatly.
- They are to show respect for their classmates and to follow their teacher's instructions.
- Any behaviour that interferes with the rights of others is unacceptable.
- Pupils must not behave in such a manner as to disrupt class or cause unnecessary disruption.
- Pupils must not behave in such a manner as to disrupt class work or to



cause unnecessary disturbance.

- It is school policy that every pupil listens to the class teacher, works hard; making best use of their time in school and does their best.

Behaviour in the Playground:

- All pupils have a right to enjoy their time out in the playground in a safe environment at break periods.
- Misdemeanor consists of any action that puts the safety of self or others at risk.
- Fighting, rough play or any physical force is never allowed or tolerated.
- Inappropriate language is never tolerated.
- In the interests of safety, climbing on the school railings, walls or benches is strictly forbidden.
- In the interest of safety when the bell rings during playtimes the children stop playing, stand in their places and move to their class lines when directed. Children do not enter the school building without getting permission from teachers.

Behaviour out of class

- Pupils must not behave in any way which endangers themselves or others.
- Any instructions or directions given by a teacher are to be complied with.
- Children must line up in an orderly manner at the end of the break.
- Running is forbidden in the corridors and in classrooms.
- Any form of threatening behaviour is unacceptable.
- Classes must keep to their defined play areas, and no child must leave that area without permission.
- Pupils are requested to behave themselves coming to and from school.
- Rules of the Road must be observed.

Wet days:

- Children do activities in class based on the class teacher's instructions or supervising teacher's instructions.
- Children are expected to stay in their places on wet days.

Swimming days:



Caherelly National School

Scoil Náisiúnta Ailbhe



Grange, Kilmallock, Co. Limerick.

- Every pupil listens to and obeys the class teacher.
- Children walk in line behind the teacher to the swimming pool. No running allowed.
- No shouting or playing in dressing rooms.
- Every pupil listens to and obeys the instructor and lifeguard
- No running around pool area
- Swimming caps required. Shower socks may be worn.
- Children do not leave the pool without permission from the instructor or teacher
- No jumping into the pool from the side – unless under the instructor's directions. No pushing or rough play in the pool
- Children are expected to dress quickly after each session
- Hairsprays/gels/spray deodorants are not allowed. Roll-on deodorants are allowed. Shampoo is allowed.
- No drinks/sweets are bought from the machine.

Educational Tour Rules:

- Pupil/adult ratio - 20:1 minimum
- Caherelly provides a cheque to pay for tour bus and or venue in exchange for cash/cheques collected from children. This is in the interest of security.
- Pupils enter/leave the bus in an orderly manner
- Pupils are expected to arrive **15 minutes** before departure time. Parents are expected to contact the school 15 minutes before departure time if the child is sick or unable to attend.
- School Rules apply to school tours
- On the bus pupils must sit in their seats, wear seat belts at all times and avoid loudness that would distract the driver
- Pupils stay in their appointed groups at all times.
- Pupils wear uniform on school tours, unless otherwise stated.
- Parents/guardians are requested to be at the school at least 15 minutes before the expected return time.

The standards of behaviour that shall be observed by each student attending

Standards of behaviour expected:

Unacceptable Behaviour ::

- 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.

We follow a problem-solving approach to a student's inappropriate behaviour. that is, one where the teacher and the school respond to the unwanted behaviour using these steps.

1. Gather information. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the student as positive as possible; involve the student and parent.

Measures To Support good Behaviour:

Please also see Appendix 1 Anti Bullying Policy

Support for all

Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour will be attended to routinely and effectively through the skill of the classroom teacher.

Additional support for some students

Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally.

Additional inputs or interventions may include:

- referral to another teacher, or adult who can work with the student
- involving the Pastoral Care team
- setting targets for behaviour and monitoring them with the student in a supportive way
- behaviour contracts.



Specialised support for a small minority of students

- A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.
- The Principal and staff will build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services.
- Caherelly NS is cognisant of its obligations under the *Equal Status Acts 2000 to 2004* with regard to making reasonable accommodation for students with disabilities.

Sanctions:

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

Examples of Sanctions:

- verbal reprimand
- removal from the group (in class)
- withdrawal of privileges



- withdrawal from the particular lesson or peer group
- carrying out a useful task in the school
- detention: If detention is used as a sanction in the school, Parents will have adequate notice of detention.
- formal report to the Board of Management.

Sanctions will not include:

- physical punishment or the threat of physical punishment: physical chastisement of a student is illegal under section 24 of the *Non-Fatal Offences against the Person Act 1997*
- ridicule, sarcasm or remarks likely to undermine a student's self confidence
- public or private humiliation
- applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- leaving a student in an unsupervised situation (e.g. a corridor) while in the care of the school
- persistent isolation of, or ignoring, a student in class
- sanctions that are used in a discriminatory way: the *Equal Status Acts 2000 to 2004* require that schools do not discriminate in the use of sanctions.

Temporarily removing a student from the classroom to a supervised location may be appropriate in the interests of classroom management in order to ensure the learning of other students and to help the individual student to recognise and learn about the impact and consequences of their behaviour. However, consistently denying a student access to a particular part of the curriculum as a general sanction will not be appropriate.

Scoil Ailbhe's duty of care

The school, and every teacher, will ensure that, in applying any sanction, the duty of care to the student is maintained. The teacher's duty of care is a professional duty of care, reflecting the teacher's training, skill and knowledge. This duty requires, for example, that a student is appropriately supervised at all times while at school. Appropriate arrangements will also be made to ensure that child protection guidelines are observed (see Department of Health and Children, (1999) *Children First: National Guidelines for the Protection and Welfare of Children*).

Opportunities will be created for teaching the skills involved in reaching the standards of behaviour expected in the school include:

- referring to the code in class on a regular basis and applying the values in every class



- clarifying students' understanding of expected behaviours
- discussing appropriate and inappropriate behaviour with students

Students with special educational needs

Students with special educational needs may require help to understand and observe the code. Students with learning difficulties may need to be taught how to relate cause and effects of behaviour in more tangible ways, for example through pictures, film or role-play. They may not be able to predict consequences as easily as their peers and so may be vulnerable.

Building relationships with parents

Parental understanding and support for the implementation of the code of behaviour will be strengthened through activities such as:

- an introductory meeting for parents of new students, dealing specifically with the code, school standards, expectations for students and the role of parents in helping students to meet the standards
- encouraging parents to share information about anything that might affect a student's behaviour in school, and making sure they know how to do so
- early warning systems to alert parents to concerns about a student's behaviour, so that ways of helping the student can be discussed and agreed
- clear channels through which parents can communicate any concerns they may have about a student, and explore ways of helping the student
- when communicating concerns, respect and professionalism is expected at all times from every party involved.
- information offered through the Parent Association, such as talks or workshops on behavioural matters and aspects of child and adolescent development
- parental involvement in reviewing and planning school policies, as part of school development planning.

Records

A standardised record system will allow the school to track an individual student's behaviour and to check whether efforts to change behaviour are working. All interventions aimed at helping the student to deal with unacceptable behaviour will also be recorded, including contact with parents or referral to other agencies. Positive responses by a student, and evidence of changed behaviour, will be recorded, as should any sanction used, together with the reason why the sanction was imposed.

Students and Parents will be told if a record is being made about their behaviour, and the reasons for keeping a record.



Records should be kept in accordance with the *Data Protection Act 1988* and the *Data Protection (Amendment) Act 2003*. The eight rules of data protection apply to personal records kept in school:

1. Obtain and process information fairly.
2. Keep it only for one or more specified, explicit and lawful purposes.
3. Use and disclose it only in ways compatible with these purposes.
4. Keep it safe and secure.
5. Keep it accurate, complete and up-to-date.
6. Ensure it is adequate, relevant and not excessive.
7. Retain it for no longer than is necessary for the purpose or purposes.
8. Give a copy of their personal data to an individual on request.

Notification of a child's absence from school

These procedures must be followed by parents when they are notifying the school about a child's absence (*Education Welfare Act 2000* section 23(2)(e) & section 18). Advice to

- It is important to let the school know of your child's absence for any reason
- The school should be informed when the student returns to school through Aladdin.
- This message should explain the reasons for absence.
- A doctor's certificate should be supplied for significant absences due to illness.
- A text may be sent to parents when a student is absent or if a parent fails to notify the school about a student's absence.

The procedures to be followed before a student may be suspended or expelled :

Our school follows fair procedures when proposing to suspend or expel a student. Fair procedures have two essential parts:

- the right to be heard
- the right to impartiality.

The right to be heard means:

- the right to know that the alleged misbehaviour is being investigated • the



right to know the details of the allegations being made and any other information that will be taken into account

- the right to know how the issue will be decided
- the right to respond to the allegations
- where the possible sanction is of a serious nature, the right to be heard by the decision-making body
- where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The **right to impartiality** means:

- the right to an absence of bias in the decision-maker
- the right to impartiality in the investigation and the decision-making.

Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making. If a person has preconceived opinions, a vested interest or personal involvement in the matter, they should not attempt to settle that matter. An impartial process is one that allows a decision to be made based on an unbiased evaluation of information and evidence. Generally, impartiality requires that the investigation is separated from the process of making a decision so that the decision-maker comes to the task with an open mind.

In our school fair procedures apply to:

- the investigation of alleged misbehaviour that may lead to suspension or expulsion and
- the process of decision-making as to (a) whether the student did engage in the misbehaviour and (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of a particular school.

The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction. The level of formality required, for example for a suspension of fewer than three days, will be less than that required in the case of a longer suspension or in circumstances that might lead to an expulsion. Even informal processes, however, will be fair and be seen to be fair. The principles of ensuring *the right to be heard* and *the right to impartiality* will apply in all cases.

Suspension will 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 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.

Suspension will be part of an agreed plan to address the student's behaviour. The suspension should:

- enable the school to set behavioural goals with the student and their parents
- give 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 will still be applied.

'Automatic' suspension The Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction. Due process and fair procedures will be followed in each case.

The appeals process

The appeals process under section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

The goals of our Code of Behaviour are as follows:

To create a climate that encourages and reinforces good behaviour

- creating a positive and safe environment for teaching and learning
- encouraging students to take personal responsibility for their learning and their behaviour
- helping young people to mature into responsible participating



Caherelly National School

Scoil Náisiúnta Ailbhe



Grange, Kilmallock, Co. Limerick.

citizens

- building positive relationships of mutual respect and mutual support among students, staff and parents
- ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

In registering children in Scoil Ailbhe parents are expected to support teachers in following the policies and procedures of the school. A copy of all policies and procedures is available for view by all parents. Parents are informed at the start of every school year that they may receive a copy of all policies and procedures if they so wish.

Addendum due to Covid19:

In light of the need for children and adults to behave differently due to Covid-19, this addendum has been added. Our sole guiding principle when making any adjustments to the policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

School Routines and Procedures:

In line with the principles and standards of our Code of Behaviour, all pupils and parents are expected to show consideration for other children and all staff and visitors by:

- following any altered routines for arrival or departure. Parents are required to drop and collect promptly at the allocated times.
- following instructions on who pupils can socialise with at school.
- move around the school as per specific instructions (for example, one way systems, out of bounds areas, queuing, one person only in the toilets).
- follow rules about sharing any equipment or other items including drinking bottles.
- follow rules regarding use of toilets.
- follow school instructions on hygiene , such as handwashing and sanitising.
- inform the school if you or anyone in your family are experiencing symptoms of coronavirus.
- abiding by social distancing rules when entering and exiting the school.
- abiding by classroom social distancing rules: remaining within



Pods and bubbles as determined by the class teacher.

- abiding by social distancing rules when lining up in the yard and moving around designated routes in the school building or on the school site.
- following respiratory and cough etiquette
- using hand sanitiser, wipes, soap, hand towels for the purpose(s) for which they are intended.
- Showing due care when using sanitising dispensers, hand towel dispensers and soap dispensers.

Sanctions:

Any child or adult purposely acting in an unsafe manner will be dealt with in accordance with the school's code of Behaviour.

Breach of Covid Protocols

Level 1 Minor breaches to include:

Deliberately not abiding by social distancing rules, deliberate misuse of sanitiser, wipes, soap, hand towels etc, deliberately not following respiratory and cough etiquette.

Sanctions:

Correction by class teacher, other teachers, other staff or visiting teachers
An apology from a pupil.

Repeated Minor Breaches: Repeated instances of the above.

Further Sanctions:

Further correction by class teacher, other teachers, other staff or visiting teachers. Note to parents/guardians.

Referral to Deputy Principal/Principal

Level 1 Supportive Interventions

Classroom-based interventions, such as Circle Time, specific SPHE lessons or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)

Discussion of behaviour with the child

Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level 2: More Serious Breaches

Deliberately coughing, sneezing, spitting on another child or member of staff. Name calling or use of derogatory language related specifically to



Caherelly National School

Scoil Náisiúnta Ailbhe



Grange, Kilmallock, Co. Limerick.

Covid 19.

Level 2: Sanctions

Referral to Deputy Principal/Principal

Formal contact with parent(s)/guardian(s)

Written apology from pupil signed by parent(s)/guardian(s)

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.

Level 3 Gross Misbehaviour

Repeated instances of above after warning regarding future conduct. Level 3: Supportive Interventions

Request for assistance from appropriate external agencies such as the National Education Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.

Sanctions

Immediate contact with parent(s)/guardian(s)

Written assurance of proper behaviour from child and

parent(s)/guardian(s) Behaviour at Level 3 may involve suspension from school.

Code of Behaviour Policy approved on: _____

Ongoing Evaluation and Monitoring

This policy and its implementation will be reviewed by the Board of Management once in every two years. Written notification that the review has been completed will be made available to school personnel, be readily accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Brigid Teefy
(Chairperson of Board of Management)

Signed: Niamh McGuinness
(Principal)

Date: 5/4/2022

This Policy will be reviewed by the Board of Management bi-annually.