



## Scoil Náisiúnta Tobair Eoin Baisde

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### Code of Behaviour

This edition of the Code of Behaviour of Johnswell National School was drawn up following a staff meeting. In devising the code, consideration was given to the particular needs and circumstances of the school. The general aim is to create an ordered and orderly environment in which staff and pupils can feel secure and make progress in all aspects of their development. We believe that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff members and between staff, parents, pupils and management.

The aims of the Code of Behaviour of Johnswell National School are:

- To create a positive learning environment that encourages and reinforces good behavior.
- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To encourage consistency of response to both positive and negative behavior.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To foster a strong sense of community within the school.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To foster recognition and tolerance of the variety of differences that exist between children.
- To enable teachers to teach without disruption.
- To encourage the involvement of the whole school community – parents, staff, pupils and management, in the implementation of this policy.

### Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

### General Guidelines for Positive Pupil Behaviour

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to avoid behaving in any way which would endanger others.
4. Pupils are expected to use appropriate and respectful language in all dealings with members of the school community.
5. Pupils are expected to be inclusive in their dealings with others and aware of the feelings of others.
6. Pupils are expected to take pride in their appearance, to wear correct uniform, to have all books

and required materials and to be in the right place at the right time.

7. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
8. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

### **Class Rules**

At the beginning of each academic year the class teacher will draft a list of class rules. This will be done along with the children as part of the SPHE programme and will be based on the following "Golden Rules"

- We listen, we don't interrupt
- We are gentle, we don't hurt others
- We are honest, we tell the truth
- We are kind
- We work hard, we don't waste time
- We look after property, we don't lose or damage things

These class rules will be kept to a minimum and devised with regard to for the health, safety and welfare of all members of the school community. They will emphasise positive behavior and 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.

### **Affirming Positive Behaviour**

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

### **Strategies/Incentives**

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group or whole school
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- Stay Safe, RSE and Walk Tall Programmes.

### **Discouraging Misbehaviour**

The purpose of sanctions and other strategies is to bring about a change in behavior, to promote positive behavior and discourage misbehavior by

- Helping students to learn that their behavior is unacceptable
- Helping them to recognize the effect of their actions and behavior on others
- Helping pupil to understand that they have choices about their own behavior and that all choices have consequences
- Helping them to learn to take responsibility for their behaviour

Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

### **Unacceptable Behaviour**

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. 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 minor misbehaviour include:

- Interrupting Class Work
- Arriving late for school
- Running in corridors
- Talking in class
- Leaving seat without permission
- Littering
- Not wearing correct school uniform
- Being discourteous/disrespectful
- Not completing homework
- Not having homework signed
- Misbehaviour in yard e.g. running wildly, lifting others, playing unsafely and thereby causing hurt to another child
- Not showing respect to other children
- Not following instructions
- Not following mobile phone and electronic device policy

Examples of serious misbehaviour include:

- Constant Disruption of Class
- Disrespecting a teacher
- Telling lies
- Stealing
- Damaging/Interfering with another pupil's property
- Damaging school property
- Repeated bullying
- Leaving school without permission
- Consistently working below capacity
- Using unacceptable language
- Bringing weapons to school
- Deliberately injuring a fellow pupil, teacher or staff member e.g. hitting, kicking, biting
- 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
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.

Examples of gross misbehaviour include:

- Aggressive, threatening or violent behaviour towards a teacher or pupil.
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

Ongoing serious misdemeanours will constitute gross misdemeanours

Bullying is repeated aggression conducted by an individual or group against another or others. It can be:

- physical: includes pushing, shoving, punching, kicking, poking, tripping, etc.
- verbal: name calling which hurts, insults or humiliates.
- emotional: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner. Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

*Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.*

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying. Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

*In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.*

## **Sanctions**

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class (time limits set – usually under 10 minutes but may be until completion of a set task)
- Prescribing extra work.
- Loss of privileges.
- Detention during break (usually 3 minute time-out)
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety

Sanctions are intended to reinforce the boundaries set out in the code of behaviour. They act as a signal to other students and to staff that their welfare is being protected. They serve to minimise serious disruption of teaching and learning and to maintain a safe and orderly environment.

## **Suspension/Expulsion**

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

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. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at 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 suspension, where possible, the Principal may review the case in consultation with teachers 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. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school 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. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

### **Procedure**

- Chairperson/Principal to sanction immediate suspension pending discussion with Parents (the Period not to exceed three days).
- Before suspension, the Board of Management shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.
- Following or during a period of suspension the Parents may apply to have the pupil reinstated to the school.
- The parents must give an undertaking that the child will behave in accordance with the code of Discipline before reinstatement.
- The Principal will facilitate the preparation of a behavioural plan for the child if required and will re-admit the child formally to the class.
- Expulsion will only be considered in an extreme case in accordance with the Education Welfare Act 2000 and with due regard to fairness procedures.

### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

## **Responsibilities**

### **Board of Management's Responsibilities**

The Board of Management of Johnswell NS is expected to:

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Reviewing and Ratifying the code.

### **Principal's Responsibilities**

The Principal of Johnswell NS is expected to:

- 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**

The teachers are expected to:

- 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.

### **Pupils' Responsibilities**

The pupils are expected to:

- 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 other pupils.
- 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.
- Wear correct uniform.

### **Parents/Guardians' Responsibilities**

Parents and Guardians are expected to:

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually and in correct school uniform.
- Notify school of reasons for a child's absence from class.
- Be interested in, support and encourage their children's school work.
- 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 child's progress/behaviour.



### Before/After School

Parents are reminded that the official opening time of Johnswell NS is 9.10 a.m. and the official closing time is 2.00 p.m. (infants), 3.00 p.m. (other classes). Johnswell NS, with the approval of the Board of Management, opens its doors to pupils at 9.00am. Outside of these times the school accepts no responsibility for pupils except where they are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

### Communication of the Code of Behaviour to the school community

- A copy of the Code of Behaviour is made available to school personnel and to the Parents' Association.
- The policy is accessible to parents on request.
- The policy will be made available on the school website.

### Policy review

This policy was initially drafted and introduced in 2014. It was amended in 2019 and will be reviewed by the school management team periodically and amended as required.

This Policy was reviewed by the Board of Management on 22/10/2019 (date)  
Signed: [Signature] (Chairperson of Board of Management )  
Signed: [Signature] (Principal)

This policy was reviewed on \_\_\_\_\_ (date)  
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Signed: \_\_\_\_\_ (Principal)

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Signed: \_\_\_\_\_ (Principal)

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### The Golden Rules

- We listen, we don't interrupt
- We are gentle, we don't hurt others
- We are honest, we tell the truth
- We are kind, we show respect
- We work hard, we don't waste time
- We look after property, we don't lose or damage things
- We keep ourselves safe and care about the safety of others

### Examples of Classroom Rules

Pupils should listen to instructions given by teacher and obey to the best of their ability.

*We listen, we don't interrupt*

*We work hard, we don't waste time*

Pupils should acknowledge and respect the opinions of others and not interrupt the teacher or other pupils.

*We listen, we don't interrupt*

Pupils should keep unhelpful comments to themselves.

*We are gentle, we don't hurt others*

*We are kind*

Pupils should work to the best of their ability and present exercises neatly.

*We work hard, we don't waste time*

Pupils must stay seated in their places unless told otherwise. This is particularly important when teacher is called from the room.

*We keep ourselves safe and care about the safety of others*

Pupils should not interfere with other pupils or their property.

*We look after property, we don't lose or damage things*

Pupils should take responsibility for their own actions and be aware that all actions have consequences

*We are honest, we tell the truth*

### Examples of Rules around the School

Pupils must walk quietly in corridors, going to and from yard, hall, church etc.

*We are gentle, we don't hurt others*

*We keep ourselves safe and care about the safety of others*

Pupils must stay in designated areas in the yard, and may leave the yard only with a teacher's permission

*We keep ourselves safe and care about the safety of others*

Pupils must play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden, (e.g. wrestling, lifting or carrying others, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, charging in groups, bad language, exclusion).

*We are gentle, we don't hurt others*

*We keep ourselves safe and care about the safety of others*

*We are kind*

Pupils should wait inside gates at going home time.

*We keep ourselves safe and care about the safety of others*

Pupils should be punctual and wear school uniform unless told otherwise.

*We listen, we don't interrupt*

*We are kind, we show respect*



**Appendix 2:                    Please sign and return to the school**

For Parents:

I confirm that I have read through the school's Code of Behaviour and discussed this with my child. I understand that I have a responsibility to support the school in the implementation of the Code.

Parent/Guardian's Signature: \_\_\_\_\_

Date:                    \_\_\_\_\_

For Pupils:

I have read and discussed the school rules with my family. I understand that it will help me have a positive impact throughout the year. I agree to abide by the School's Code of Behaviour and agree to the consequences should I fail to do so.

Student's Signature:                    \_\_\_\_\_

Date:                    \_\_\_\_\_