

POLICY STATEMENT

ON

CODE OF BEHAVIOUR

Of

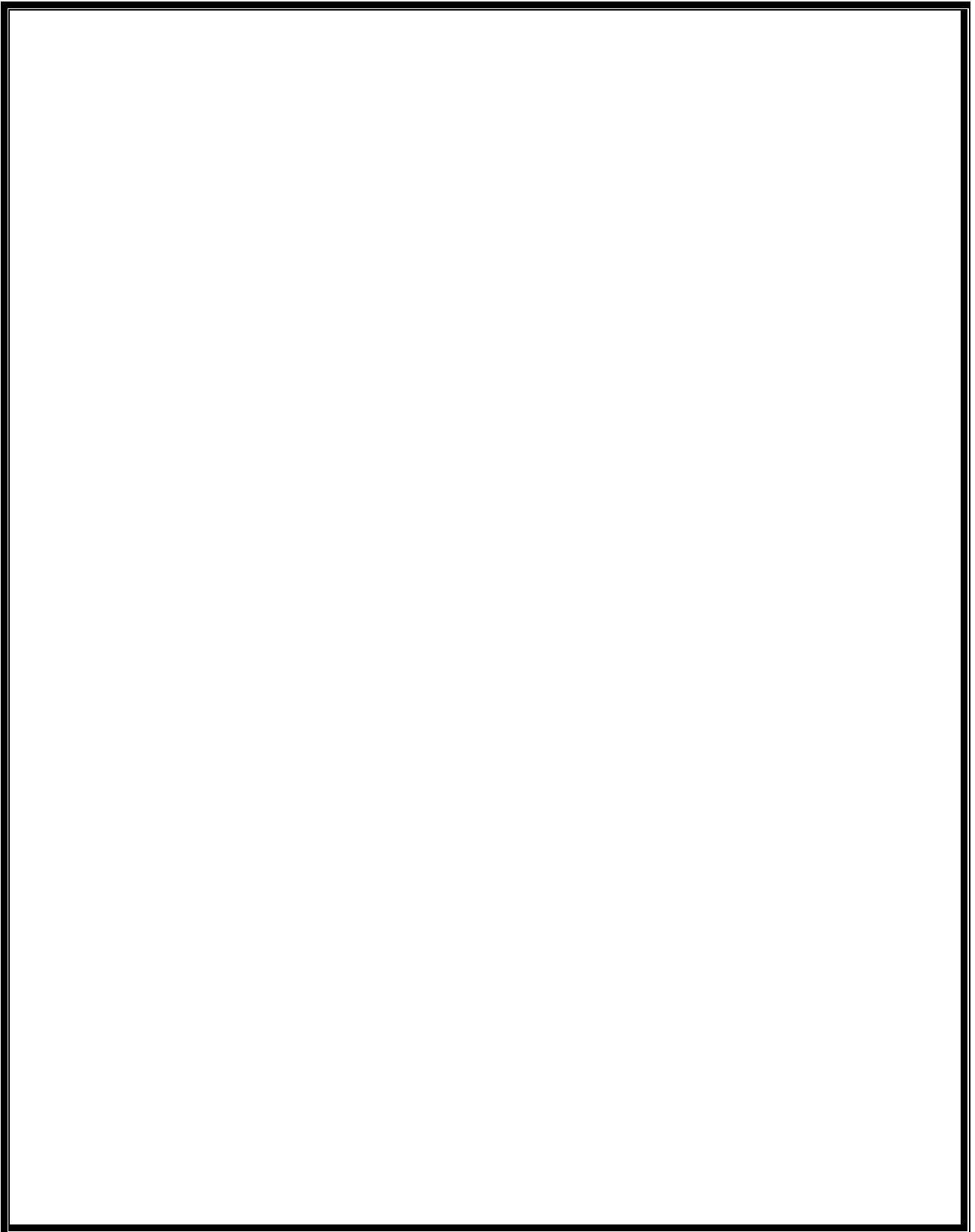
Board of Management

Scoil an Chroí Naofa,

Ballinasloe, Co. Galway.

Control Group 10 A. Roll No. 20042E

Telephone 090 9644975 E-mail; info@ballinasloens.ie



School Policy on Code of Behaviour

of

Scoil an Chroí Naofa, Ballinasloe.

- **Introductory Statement**

The Board of Management of Scoil an Chroí Naofa, recognises the importance of establishing and maintaining high standards of behaviour and discipline within the school. The Board is aware of its role in supporting the Principal and staff in the drawing up and the application of a fair code of discipline and behaviour within the school. The school needs the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline. The school can more easily implement a policy on behaviour and discipline if it receives the active support of parents. Parents can co-operate with the school by encouraging their children to abide by the school rules. It is hoped that, in an effort to maintain a high degree of acceptable behaviour and discipline, parents will respond positively to any reasonable requests made of them by the teachers and Board of Management.

This document outlines the Board's policy in relation to good behaviour and discipline in the school.

- **Rationale**

A School Code of Behaviour and Discipline is a requirement laid down in the Guidelines of Curaclam na Bunscoile.

- **Relationship to Characteristic Spirit of the School**

Our school cherishes all children equally and this policy endeavours to ensure that all pupils behave properly at all times in the school and outside the school with their fellow pupils and with others. It aims to ensure that no pupil is mistreated or isolated either in class or in the playground, or on any occasion while in the care of the school.

- **Aims**

1. To ensure that each child learns to behave in a respectful way towards each other and understands the importance of rules in the school and the need for such rules in order to ensure the smooth running of everyday life in the school.
2. To generate in the children a healthy respect for authority and obedience in the school as well as in life outside school.

- **Guidelines:**

The following is a list of the various roles and expectations of the people involved in the everyday life of the school which the Board Of Management has tried to define and clarify.

Expectations:

The school expects that pupils will:

- Attend school regularly and not miss days without good reason
- Arrive on time
- Not leave the school grounds during the day without permission
- Respect all school property
- Wear the school uniform
- Show respect for themselves and others
- Avoid name-calling, bad language and fighting
- Listen to messages/instructions given and do as requested
- Participate in school activities / games
- Move quietly around the school and avoid causing disturbance
- Keep the school tidy and litter-free

Your teacher expects that you will:

- Show her / him courtesy and respect
- Accept her / his authority, responsibility, right to teach and the right to impose sanctions on those who behave badly
- Come to school on time and have all the necessary materials
- Do your homework to the best of your ability

- Listen when others are talking
- Participate willingly in all class activities
- Follow the rules drawn up for your class

Your fellow students expect that you will:

- Not bully them
- Show acceptance, and respect their different personalities
- Respect their property
- Listen to them and acknowledge them
- Share equipment and resources with them
- Allow them to be part of the group
- Speak to them with courtesy and respect

Children can expect that the school will be:

- A safe place
- A happy place
- Suited to their learning needs
- Encouraging and supportive
- Affirming of children of all abilities
- Able to deal with bullying and be supportive of victims.

Parents can expect that school will provide:

- A happy and safe environment for their child
- Recognition and provision for the individual differences of pupils

- Support for children who need it
- Fairness and consistency in the way children are dealt with
- No labelling of their child
- An atmosphere of support and inclusion rather than criticism
- Contact at an early stage to inform them of any problems
- Advice and support about problems in school.

Teachers expect that there will be:

- Mutual support and encouragement from other staff members
- Co-operation to achieve the aims and objectives of the school
- A fair and consistent implementation of the school code of discipline
- A consistent approach to handling children with behaviour difficulties
- An atmosphere that encourages professional development and a willingness to learn and change.

The following strategies may be used to show disapproval of unacceptable behaviour:

1. Reasoning with the pupil
2. Reprimand with advice on how to improve
3. Temporary separation from peers, friends or others
4. Loss of privileges
5. Prescribing additional work
6. Detention during a break to do some study
7. Referral to Principal
8. Communication with Parents
9. Circle time - focusing on a positive approach.

- Teachers shall keep a written record of all instances of serious misbehaviour or repeated misbehaviour as well as a record of improvements in the behaviour of disruptive pupils.
- Before resorting to serious sanctions, e.g. suspension, expulsion, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage rather than as a last resort.
- Communication with parents will be verbal or by letter. The parents concerned will be invited to come to the school to discuss their child's behaviour.
- For gross misbehaviour or repeated instances of serious misbehaviour, suspension or expulsion will be considered.

*Section 5, Rule 130 of Rules for National Schools, amended by Circular 7/88 reads as follows:

Where the Board of Management deems it necessary to make provision in the Code of Discipline to deal with continuously disruptive pupil or with a serious breach of discipline, by authorising the Chairperson or Principal to exclude a pupil or pupils from the school, the maximum initial period of such exclusion shall be three school days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of ten school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

- Aggressive, threatening or violent behaviour towards child or member of staff will be regarded as serious or gross

misbehaviour.

- Where there are repeated instances of serious or gross 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, the pupil may have to be suspended for a temporary period. Suspension will be in accordance with Rule 130 (5) as set out above.
- Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought also from support services within the wider community, e.g. Community Care Services provided by Health Boards.

- **Success Criteria**

In the belief that most effective schools tend to be those with the best relationships with parents, every effort will be made by the teachers to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children behave badly, but also when they behave particularly well.

- **Roles and Responsibilities**

The overall responsibility for discipline within the school rests with the Principal Teacher. Each teacher has the responsibility for the maintenance of discipline within her/his classroom while sharing a common

responsibility for good order within the school confines.

A pupil will be referred to the principal for serious breaches of discipline and for repeated instances of minor misbehaviour.

- **Timeframe for Review**

This policy is to be reviewed at the beginning of each school year.

- **Ratification and Communication**

This policy will be presented to the Board of Management of Scoil an Chroí Naofa, at its meeting in January 2011 for ratification and communicated to parents on enrolment thereafter.

- **This Document was ratified by the Board of Management of Scoil an Chroí Naofa, Ballinasloe at its meeting on**

Signature:

Rev. Fr. John Garvey. Chairperson, B.O.M.