



An Chroí Ró Naofa Senior National School



Code of Behaviour

The Code of Behaviour will help the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The Code of Behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school.

The aims of the Code of Behaviour of Sacred Heart SNS are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- 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 facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

School Ethos

The aim of this policy statement is to safeguard and protect the rights of staff, pupils, parents and all who visit our school. All members of the school community have a right to be treated with respect and to work in a safe environment. Teachers have a right to teach, pupils have a right to be taught, parents and visitors have a right to be shown respect and courtesy. Behaviour that interferes with the rights of others is unacceptable.

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.

SCHOOL DISCIPLINE POLICY

Discipline is defined as “instruction: training of the mind; or body; or moral faculties; self control; subjection to authority; order.” Good order within the school must include mutual respect between teachers, SNAs and ancillary staff and teachers, parents and teachers, pupils and teachers, and pupils and pupils.

Good order within the school must include order within the classroom – regular lessons, prepared work and ordered behaviour.

Good order within the school must include order in the corridors- no rough behaviour when classes lined up or when groups are moving between classes or activities. Good order within

the school must include order within the P.E. Hall – no ‘wild’ freedom or hyperactive lessons.

Good order within the school must include order within the school yard- proper supervision by staff ‘on duty’ in the yard and being aware of what children are doing.

Good order within the school must include order to and from the yard and towards the school exits at 2.40p.m. – children should be walked out of their classrooms as far as the cars, at which point they will be under the supervision of the teachers on gate duty.

Very Serious Misbehaviour

1. Abusive Language, without remorse, or physical attacks against a teacher or against a member of staff.
2. Aggressive physical assault against another pupil; examples of which would be headbutting, use of a weapon, biting, deliberate kicking or punching.
3. Deliberate and serious damage to property belonging to school, staff and/or pupils.
4. Persistent disruption of class
5. Gross insubordination - refusal by a pupil to do what he/she is asked to.

All of the above very serious misbehaviour will result in suspension.

Serious Misbehaviour

Cursing, kicking, spitting, fighting, headlocking, bullying, leaving school/school yard without permission, regular breaking of school rules in the yard, in the classroom or around the school grounds, refusal.

All of the above serious misbehaviour will result in being included on the suspension list.

Covid 19

Temporary measures introduced in response to the National Public Health Emergency and the Safe and Sustainable Reopening of Schools 2020/2021

Staff will use our current reward systems to acknowledge and reward pupils’ attempts and successes in embedding new routines, hand hygiene practices etc.

Serious misbehaviour: using Covid 19 to cause upset or worry e.g. fake coughing/spluttering, telling another pupil that they have the virus,

Very serious misbehaviour:

If any child deliberately coughs or spits at another child or staff member, parents/guardians will immediately be notified by the school and arrangements for an early collection will be made.

If any child refuses to follow Covid 19 guidelines such as staying in a designated area, handwashing, hand sanitising or physical distancing parents/guardians will immediately be notified by the school and arrangements for an early collection will be made, if necessary.

Misdemeanour

Occasional misbehaviour within the classroom should be dealt with by the class teacher as it occurs. Occasional misbehaviour within the yard or school environment should be dealt with by the teacher on duty. Both of the above will be dealt with in accordance with the Key for Discipline Policy.

Suspension List

1. Name on list for serious offence - this lasts one calendar month and gives the children an opportunity to improve their behaviour.
2. Second offence during that month - name on the list again and a letter is sent home to inform parents.
3. Third offence means suspension- length of time at the discretion of the principal.

The length of time for a **second** and **third** suspension is also at the discretion of the principal.

A **fourth** suspension means that the matter is brought to the Board of Management.

Sin Bin

1. Children who are regularly in the Sin Bin are to be held in detention at lunch time for a period decided on by the teacher on yard duty in conjunction with the Deputy Principal.
2. Children who are in the Sin Bin are to be collected by their teacher and their names are to be put into the detention book by the teacher on duty.

(See new Sin Bin and Detention arrangements for 2020/2021 in appendices)

The Key for Discipline is a whole-school approach to the issue of pupil behaviour throughout the school. The primary benefits of the scheme include the implementation of a consistent response to behavioural issues irrespective of grade, teacher and context, and the acknowledgement of efforts made by the majority of pupils who, in the past, were often denied the same level of attention and acknowledgement given to “troublesome” children. The KfD was developed in consultation with all staff members, the parent body and Board of Management. The system is regularly and systematically evaluated and refined through consultations involving staff, parents and pupils. This evaluation and day to day implementation is coordinated by a KfD committee, which is selected annually, and meets regularly under the chairpersonship of the Deputy Principal.

The three main components of the KfD scheme are:

- Reward system: Class Dojo points, prizes, certificates and letters to parents.
- Sanctions: an incremental system of sanctions, of increasing severity.
- Rules: four rules, see below
- Positive teaching: praise, encouragement, acknowledgement.

The rationale for, and implementation of, the Code of Behaviour is in line with whole-school policies on discipline and anti-bullying, and dovetails seamlessly with the school discipline policy in relation to serious misbehaviour, i.e. sanctions 6 to 8.

The Key for Discipline programme is used by every teacher and every class in the school. It is based on the four rules below. The rules, the rewards and the sanctions are the same for every pupil. Each child is allocated a Class Dojo account and avatar, and they can earn Dojo Points every day. When they have filled in a certain amount they get a prize i.e every 100 Dojo Points = Principal's Prize.

- 1. I come to school every day, on time and prepared**
- 2. I have respect for people and for property**
- 3. I do my best in class and allow others to do the same.**
- 4. I behave in a proper manner around the school.**

General Guidelines for Positive 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 take pride in their appearance, to be wearing complete uniform, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to cooperate with others, follow teacher's instructions, to work to the best of their ability and to present work neatly.
5. 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.

Bullying

Bullying is defined as: repeated verbal, psychological or physical aggression by an individual or group against others over a prolonged period. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated, and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

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 or in school journal.
- A visit to another class or Principal for commendation and name placed in "Golden Book."
- Praise in front of class group.
- Award stamps or "Dojo" points.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- Class treat (tour, visit cinema, bowling, walk to local park/playground, library excursion etc). One per term.

Discouraging Misbehaviour

The purpose of sanctions and other strategies is to promote positive and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work./reflective log.
- Loss of privileges. (e.g. exclusion from incentive day, golden time, class outings/tours etc).
- Detention.
- Communication with parents.
- Referral to Principal.
- Name put in "Red Book"
- Principal communicating with parents.
- Internal suspension.
- 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).

Suspension/Expulsion

Before serious sanctions such as suspension or expulsion are used, where possible the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. A written letter will inform the severity of the behaviour issue.

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. Immediate suspension will apply if a member of staff or pupil is physically attacked.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management (BOM) will be informed and the parents will be requested to attend at the

school to meet 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 relevant members of the school community. They will consider 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 BOM may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding 3 school days (except in exceptional circumstances, where the principal considers that it is warranted to achieve a particular objective), pending a discussion of the matter with the parents. The BOM places a ceiling of 10 days on any one period of suspension imposed by it.

The Board of Management of Sacred Heart SNS has the authority to expel a student. As a matter of best practice, that authority will be reserved to the Board of Management and will not be delegated.

In accordance with *Developing a Code of Behaviour – Guidelines for Primary School (National Education Welfare Board, 2008)*, a proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.

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, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

(NEWB, 2008, p.81)

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board shall notify the Local Educational Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

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)/guardian(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.

A restorative approach will be taken during the reintegration process, led by the classroom teacher. SET may provide support and SCP may also provide support through programmes such as 'Check & Connect' or mentoring.

School Rules

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. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.00 a.m. or after the official closing time of 2.40 p.m. except where pupils 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.

Board of Management's Responsibilities

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

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.
- Build and maintain positive relationships
- 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

- 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.

Parents/Guardians' Responsibilities/code of conduct.

Encourage children to have a sense of respect for themselves, others and for property.

Parents are expected to:

- Ensure that children attend regularly and punctually.
- 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 their child's progress/behaviour.
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform.
- Be courteous towards pupils and staff.
- Make an appointment to meet with a teacher/the Principal through the office.
- Respect school property and encourage their children to do the same.
- Label pupil's coats and other personal property
- Strictly supervise pre-school children, when in the school.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

Pupils and school staff are entitled to be treated with respect and entitled to a safe learning environment. Disrespectful behavior by any visitors such as confrontational or aggressive behavior, shouting, use of foul or abusive language, will not be tolerated.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher meetings
- Using school's online communication platform - Class Dojo.
- Through children's homework journal
- Letters/notes from school to home and from home to school.
- School notice board.
- Newsletters/school web-site/e-mails.
- Text A Parent service.
- There is also regular communication via the Home School Community Liaison teacher and where appropriate home visits will take place.

Review

The Policy is being implemented by all teaching staff and future developments for change will be discussed with all relevant stakeholders.

The principal will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings.

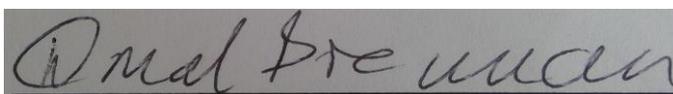
Review Timeframe

September 2022

Board of Management.

Date: 28/09/2021

Chairperson Signature:



Appendix A

Rules of the School Explained

1. I come to school every day, on time and prepared.

This means:

- That you attend every day unless it is absolutely unavoidable.
- That if you miss school you bring in a note or put message on Class Dojo.
- That if you must leave school during the day, you must have a note and you must be collected.
- That if you are unavoidably late, you bring in a note from your parent/guardian.
- That you behave yourself on your way to and from school.
- That you have the proper stationery (pencils, pens, ruler etc), books and copies required for class.
- That you will be careful with library books, your own books, pencils, markers and crayons.

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation for your absences.
- The school is responsible for you during the day.
- It is expected that a late arrival to school be explained out of courtesy.
- The school expects that all pupils can come to and go home from school safely.
- It wastes time if you have not got your pens, copies and books.
- Having items not needed for class causes distraction and wastes time.
- Most of our books are rented and will need to be passed on to another pupil at the end of the year. If we don't keep our belongings in good condition they won't last for the year.

2. I have respect for people and for property.

This means:

- That you will be helpful and treat other students and all staff with good manners and respect.
- That you will keep unhelpful hands, feet, objects and comments to yourself.
- That you will call others by their preferred names.
- That bad language, biting, bullying, kicking, punching, spitting is unacceptable behaviour.
- That you will respect the instructions of all school staff.
- That you will not pick on or bully others.
- That you use the litter bins.
- That you respect school property and the property of other people.
- That you have respect for other cultures, religions and differences.

Because:

- Everyone is entitled to good manners and respect.
- Bullying causes fear, hurt and misery.
- Offensive or abusive language shows disrespect and can cause hurt.
- Keeping the school environment pleasant and litter free is everyone's responsibility.
- Spitting makes the school grounds unpleasant and may spread infections.
- You would expect the same respect for your property.
- Everyone has the **right** to your respect.

3. I do my best in class and allow others to do the same.

This means:

- That you work to the best of your ability.
- That you listen to your teachers.
- That you do not disturb the class.
- That you sit with the four legs of your chair on the floor at all times.
- That you do your homework each night, written and oral.
- That you always have your journal with you and take down your homework in it.
- That your parent/guardian signs your journal/work each night.
- That you put your chair up on the desk at the end of the day and help tidy the room.

Because:

- Everybody has a right to learn in a caring, safe and respectable environment.
- The teacher is trying to help you.
- Disturbing the class is unfair to others who wish to learn.
- It is dangerous to swing back on the two legs of your chair.
- Homework is a back up to the work done in class.
- Your journal helps you remember what you have to do and is a means of communication between school and home.
- Getting your journal signed lets your parents see how you are getting on.
- It is important to take responsibility for tidying up after ourselves.

4. I behave in a proper manner around the school.

This means:

That you must obey promptly.

- That you walk in an orderly way around the school.
- You must line up properly and wait for your teacher.
- That eating or drinking is allowed within the school building only at specified times and in specified rooms.
- In the yard and on wet days in the school you should obey instructions of the teachers on duty.
- That you don't break, damage or deface school property.
- That chewing gum is totally forbidden in the school building and grounds.
- That mobile phones must remain switched off at all times.

Because:

- This keeps the school safe for everyone.
- Lining up quietly is safer.
- Specified times and areas for eating/drinking helps to keep the school clean and pleasant.
- Obeying break time rules and teachers' instruction is safer and helps with supervision.
- Others have to use school property and repairs/replacements are expensive.
- Chewing gum messes up school furniture and flooring.

Appendix B

Examples of Behaviours

Examples of minor misbehaviour include:

- Continuous talking.
- Fidgeting.
- Inattention.
- Pushing and talking in the line.
- Writing and passing notes.
- Bringing food to the yard.
- Being in wrong yard area.
- Spitting on ground.
- Interfering in others games.
- Disrupting other classes at windows.
- Chasing games.
- Deliberate delaying while going to class lines on bell.

Examples of serious misbehaviours include:

- All minor misbehaviours when on a persistent basis.
- Behaviour that disrupts the learning of others in class.
- Refusal to do work.
- Telling lies.
- Slagging/Name calling.
- Swearing/bad language.
- Throwing food at other pupils.
- Rough play/ chasing games.
- Leaving the school without permission.

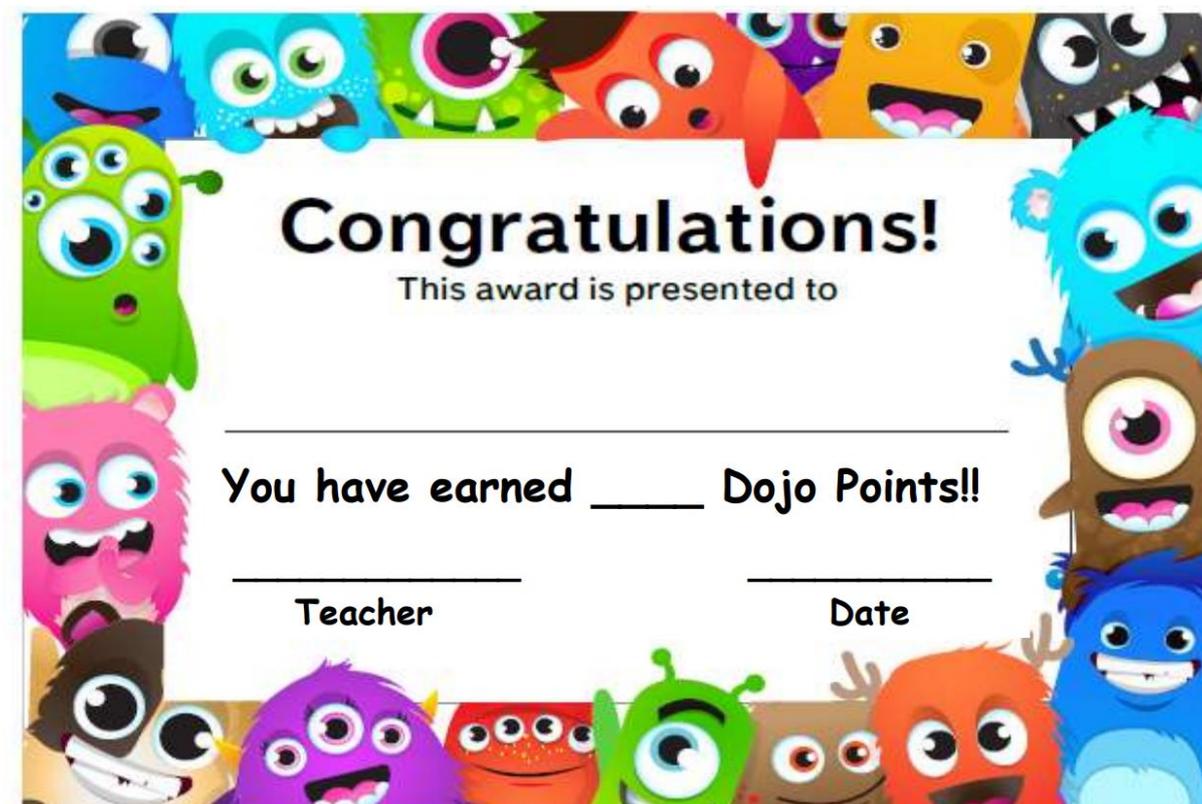
Examples of very serious misbehaviour include:

- Persistent disruptive behaviour.
- Persistent slagging/name calling.
- Persistent defiance and disrespect.
- Hitting or other aggressive behaviour (unprovoked)
- Throwing objects that could cause injury or harm.
- Racist/bad/inappropriate language deliberately directed at someone.
- Inappropriate harassment and bullying.
- Uncontrolled behaviour.
- Angry/aggressive play at football.
- Fighting.
- Deliberately spitting at another child.

Appendix C

Yard Rules and Routines

1. Pupils must cooperate the teachers at all times when out on the yard/field/park.
2. Pupils must respect teachers, assistants and fellow pupils by not using violence at any time.
3. Pupils must not use bad, rude abusive language to teachers, assistants or other pupils.
4. Pupils are not allowed to go into the school at yard times unless accompanied by a teacher or assistant or have been given permission to by a teacher.
5. In the morning pupils should line up in their class lines in their designated area.
6. Electronic devices/phones are not allowed on the yard.
7. Food is not allowed on the yard at any time.
8. Pupils must go to their lines promptly when the bell/whistle sounds.
9. Pupils must take a time out when asked to by a teacher/other adult in charge.
10. Pupils must stay in their own yard area.
11. Pupils must walk to their lines.
12. Pupils must line up in a quiet and orderly fashion.



Appendix E: Letter of Congratulations



Scoil N An Chroí Ró Naofa

Phone: 01-4524811
Fax: 01- 4621764
Email: info@sacredheartsns.net

Killinarden
Tallaght
Dublin 24

Date: _____

Congratulations

Dear Parent(s)/Guardian(s),

The principal and staff of Scoil N. An Chroí Ró Naofa would like to congratulate you on _____'s success at their positive behaviour and in reaching a Class Dojo milestone.

The school have acknowledged this great achievement and we would ask you also to recognise _____'s success.

Yours faithfully,

G.Diver
Principal





An Chroí Ró Naofa Senior National School

Phone: 01-4524811
Fax: 01- 4621764
Email: info@sacredheartsns.net

Killinarden
Tallaght
Dublin 2

Date: _____

_____ has been involved in serious misbehaviour which is unacceptable in the school.

(a) Aggression		(b) Damage to Property	
(c) Constant Bullying		(d) Persistent Disruption	
(e) Refusal		(f) Intimidation	
(g) Other:			

_____ has received a **Red Card** in line with the Board of Management's Code of Behaviour. A restorative piece of work will be carried out. Should there be another incident of serious misbehaviour within a month a letter 1KfD will be sent home



An Chroí Ró Naofa Senior National School

Phone: 01-4524811
Fax: 01- 4621764
Email: info@sacredheartsns.net

Killinarden
Tallaght
Dublin 2

Date: {{ current_date_long_form }}.

Dear Parent,

{{ first_name }} has been involved in serious misbehaviour which is unacceptable in the school.

(a) Aggression		(b) Damage to Property	
(c) Constant Bullying		(d) Persistent Disruption	
(e) Refusal		(f) Intimidation	
(g) Other:			

We have spoken to {{ first_name }} about this concerning behaviour and {{ first_name }}'s name has been placed in the Red Book in the Principal's Office in line with the Board of Management's Code of Behaviour.

I know that you do not approve of this behaviour and that you will talk to {{ first_name }} about it.

Yours sincerely,

G. Diver.
Principal



An Chroí Ró Naofa Senior National School

Phone: 01-4524811
Fax: 01- 4621764
Email: info@sacredheartsns.net

Killinarden
Tallaght
Dublin 2

Date: {{ current_date_long_form }}.

Dear Parent,

{{ first_name }} has been involved in serious misbehaviour which is unacceptable in the school.

(a) Aggression		(b) Damage to Property	
(c) Constant Bullying		(d) Persistent Disruption	
(e) Refusal		(f) Intimidation	
(g) Other:			

We have spoken to {{ first_name }} about this misbehaviour and stressed that if it happens again we will have no option but to suspend {{ first_name }} in line with the Department of Education and Science's regulations regarding school discipline and with the Board of Management's Code of Behaviour.

I know that you do not approve of this misbehaviour and that you will talk to {{ first_name }} about it.

Yours sincerely,

G. Diver.
Principal

Parent's Signature:

Signed Letter from home received by Principal on ____ / ____ / _____