

## **Code of Behaviour**

The code of behaviour of St. Eithne's G.N.S. reflects the vision and values of our school and its patron. It translates the expectations of the school community into practical arrangements, routines and procedures which ensure that the aims of our code are implemented & that the particular needs and circumstances of our school and community are met.

### **Aims**

The aims of our Code of Behaviour are as follows:

- To foster a positive, harmonious school where high standards of behaviour are expected, explained, understood and supported.
- To help create a positive learning environment in which all pupils can benefit from the education system and achieve their personal best.

### **Principles Undermining Our Code**

- Every effort will be made to ensure that our code is implemented in a reasonable, fair and consistent manner and that all members of staff adopt a positive approach to the question of behaviour in the school. Differences amongst our pupils e.g. S.E.N. pupils will be acknowledged.
- A whole school approach will be adopted. This requires a strong sense of community within the school and a high level of co-operation and sense of ownership from all the stake holders – B.O.M. teachers, parents, pupils and ancillary staff.

## **General Expected Behaviour**

Children will be reminded continuously of this behaviour in class, through homework journal, assembly time ,SPHE, Alive O and circle time etc.

- I will come to school in time, before the P.A. System sounds at 10 minutes to 9.
- I will wear my school uniform/tracksuit on the correct days. For health and safety reasons, I will wear suitable footwear in school and no more than one pair of stud earrings, one watch and one ring while I am in school.
- I will not wear make-up or false nails to school.
- I will come to school clean and tidy.
- I will keep my school bag, school basket, books and copies in good order.
- I will eat healthily and only bring in a treat on Fridays and special occasions.
- I will bring home unfinished lunches and water bottles.
- I will be truthful and honest at all times.
- I will always do my best in school, listen carefully and work as hard as I can.
- I will complete my homework and get my journal signed.

## **Rewards**

Our policy is to promote and encourage good standards of behaviour. It is therefore essential that it be rewarded and be seen to be reinforced by the following non-exhaustive list of ideas:

1. Good behaviour is constantly acknowledged by teachers, principal, ancillary staff throughout the day.
2. Pupil's journal is used to convey positive behaviour to parents.
3. Positive behaviour is also recorded by teacher in good behaviour records.
4. A visit to another member of staff or to the principal for commendation.
5. Principal's award for special effort.
6. Extra privileges and responsibilities (class messenger etc).
7. Pupil of the week – award presented at assembly.
8. Certificates for Good Behaviour/Achievements/Attendance.
9. Incentives for good behaviour include homework off vouchers, pens, toys, table quizzes, fun class activities and extra computer time.
10. Cookery sessions
11. Outings to places of interest.
12. Presentation of prize to class girl of year.
13. Presentation of plaque at the end of sixth class to St. Eithne's "Girl of the Year". Name inscribed on perpetual trophy.

## **Safety**

For my own safety and that of others –

- I will be careful travelling to and from school and I will always cross the road with the traffic warden.
- I will walk in an orderly way while in the school building.
- I will remain in the designated area when in the yard before school and on wet mornings I will stand under the shelter until the supervising teacher collects me.
- I will play safely in the school yard/playground and never hurt someone deliberately with my words or actions.
- I will listen to the supervising staff on the yard and I will get their permission before leaving the yard for any reason.
- I will 'freeze' when I hear the PA system and walk silently to my line when the bell rings.
- I will stand quietly in my line until my teacher collects me.
- On wet days I will remain seated in my classroom unless I have permission from the supervising teacher to move.

## **Caring for others**

- I will show respect for other pupils, teachers, staff and visitors to school by being mannerly and polite.
- I will represent my school well while on school trips.
- I will respect the property of others, the school building and grounds.
- I will behave well in class so that fellow pupils and I can learn.
- I will not give out party invitations during school time.

## **Promoting Safe Behaviour in the Yard**

The following behaviours are banned:

**Piggy Backs, handstands, swinging out of trees or railings, running over to railings, lifting other pupils. Verbal abuse, racist comments, bad language directed at staff/pupils, bullying behaviour.**

- If any of the above happens it is recorded on an Incident recording sheet and pupil may be sent to principal's office.
- If a physical fight occurs in the yard, the participants are separated and sent to the Principal for a warning. A red card will be given to pupils involved. If deemed to be a danger, pupils will be kept off the yard for a week, supervised by the Principal and penalty sheets will have to be done.
- Pupils must play with their own class group unless they have permission from supervising teacher.
- Classes only allowed on the basketball court and playground area on their designated day.

## **Expected Standard of Behaviour on Equipment**

### **Playground:**

- 2 children maximum per piece of equipment.
- 1 child at a time on the web.
- 2 children allowed on monkey bars.
- 2 on ropes.
- No chasing.
- Go down the slide the correct way, facing forward.
- 1 on climbing wall at a time.
- No loitering in the tower.
- 1 per bouncy animal.

### **Expected Behaviour re: Swimming**

- Pupils board bus in orderly fashion.
- Pupils remain seated for duration of journey.
- Pupils must follow accompanying teacher to and from centre.
- Pupils must listen to and obey the class teacher.
- No shouting or playing in dressing rooms.
- Pupils must line up in a quiet orderly fashion when dressed for pool.
- Pupils must wait until everyone is ready before entering pool area.
- Every pupil listens to and obeys the instructor and life guard.
- No running around pool area.
- Swimming caps required; shower socks may be worn.
- Pupils do not leave the pool without permission from the instructor or teacher.
- No jumping into pool from the side – unless under the instructor’s directions. No pushing or rough play in the pool.
- Pupils are expected to dress quickly after each session.
- Hairsprays/gels/shampoo are not allowed.
- Pupils are responsible for all their own belongings.
- Anything left in the centre is not the responsibility of the teacher.
- St. Eithne’s school recommends the use of turby towels.

### **Recording of Behaviour**

All teachers will record inappropriate behaviour on yellow, orange and red cards depending on the seriousness of the misbehaviour. The cards are sent home via the homework journal so that parents are aware of what has happened and can sign the cards. Incident record sheets are carried on clipboards out in the yard and are available outside the Principal’s office as well to record incidents which occur outside the classroom.

### **Ladder of Intervention**

- Consistent clear rules and routines in class and in school assist the majority of pupils to behave appropriately. Minor misbehaviour will be checked routinely and regularly by the class teacher.  
More active interventions will be used to help some students manage their behaviour.
- Parental Involvement.
- Setting targets for behaviour and monitoring them with the student in a supportive way.
- Behaviour contracts.
- Involvement of another teacher/ Principal or life-skills coach. Interventions tried and how the pupil responded will be noted.
- Use of the NEPS Continuum of Support.

### **Responding to Inappropriate Behaviour**

#### **Sanctions/Behaviour Checks**

In order to facilitate the smooth running of the school and to ensure the safety of all, and to maintain a positive atmosphere for learning, sanctions/behaviour checks will be imposed where inappropriate behaviour occurs. It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. When sanctions are used pupils should understand that what they have done is not acceptable and that it is the behaviour that is rejected not the child. Incidents of inappropriate behaviour are categorised according to age level and the nature of misbehaviour.

### **Class Rules**

In St. Eithne's class rules reflect the appropriate expected behaviour of the different age levels. Thus we have separate class rules for our Junior pupils (2<sup>nd</sup>, 3<sup>rd</sup>) and our senior pupils (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>)

### **Code of Behaviour – Junior and Senior Classes**

#### **Positive Behaviour:**

This is behaviour which exceeds the expected behaviour for the pupil's class level.

#### **Incentives to encourage positive behaviour:**

Incentives such as homework passes, small stationery prizes, stickers/stamps/tokens are given to encourage pupils to take pride in their work and in their behaviour.

The incentive system incorporates behaviour, good work and participation in class.

Displays of positive behaviour and outstanding work will be considered for a Principal's Award.



**The following is a list of behaviours which may incur a discipline card in junior classes**

**(2<sup>nd</sup> and 3<sup>rd</sup> class)**

OUR MOTTO:

I will do the right thing  
at the right time  
in the right place! 😊

**YELLOW**

- I will pay attention in class.
- I will not distract others during work.
- I will obey instructions.
- I will stay in my place when I'm supposed to.
- I will put up my hand.
- I will behave appropriately in the line.
- I will respect others.
- I will not tell silly tales. (I will only tell the teacher if it is something very serious.)
- I will wear the correct uniform on the correct day.
- I will do my homework to the best of my ability.

**ORANGE**

- I will not pass notes.
- I will speak nicely about others.
- I will respect other peoples' property.
- I will stay out of quarrels and fights.
- I will be honest.

**RED**

- I will play safely.
- I will not use bad language.
- I will be polite to teachers, all staff and visitors.

- |   |
|---|
| <ul style="list-style-type: none"><li>• I will not take things belonging to others.</li></ul> |
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**Senior Class Rules:**

The following rules are a reflection of the expected behaviour for senior pupils.

- Full participation and effort must be made in every aspect of your work, both in school and at home.
- All pupils must display a respectful attitude and use respectful language to all pupils and staff.
- Keep your skin make-up free.
- We advise that it is not suitable for primary school children to dye their hair.
- Mobile phones are not permitted in school.
- It is the responsibility of senior pupils to remain with their class group at all times, unless given specific permission to be elsewhere.
- Correct uniform must be worn; scarves, large jewellery and inappropriate footwear are not part of the uniform.
- Pupils must accept responsibility for their behaviour, accept correction when given and the consequences which may follow their behaviour.

**The following is a list of behaviours which may incur a discipline card in a senior class (5<sup>th</sup> and 6<sup>th</sup> class):**

<b>YELLOW</b>
• Persistent class disruption
• Persistent inattention in class
• Careless work
• Poor attitude
• Unexcused wearing of incorrect uniform
• Unexplained lack of homework
<b>ORANGE</b>
• Copying
• Writing or Passing notes
• Showing disrespect to staff
• Verbal aggression towards peers
• Wearing make-up
• Chewing gum
• Lying
<b>RED</b>
• Threat of/physical violence towards peer
• Use of inappropriate language
• Taking/damaging property of another
• Behaviour which endangers self or others
• Verbal aggression towards staff members
• Involvement in physical fighting
• Evidence of truancy
• Possession of a mobile phone in school.

### **Sanctions Imposed for Misbehaviour:**

If a pupil receives a *red* card for misbehaviour, the following sanctions will be in place:

1. The pupil will be sent to the principal's office and the principal will sign the card.
2. The teacher and parent will also sign the card.
3. The incident will be recorded on the school database.
4. Three red cards will be considered for suspension.
5. In certain circumstances, upon receiving a red card, a child may be removed from her class.

### **Suspension**

#### **Examples of Gross Misbehaviour, which may warrant suspension:**

1. Aggressive, violent behaviour towards a pupil/teacher.
2. Leaving school premises during school day without permission.
3. Bringing dangerous weapons to school.
4. Deliberately damaging or setting fire to school property.
5. Deliberately leaving taps/fire hose turned on.
6. Being in possession of alcohol/drugs

### **Suspension**

The decision to suspend a pupil will only be considered when the following interventions have been tried and haven't been successful.

**Stage 1:** Teacher discusses unacceptable behaviour with pupil plus the consequences if the behaviour continues. Class sanctions are implemented and parents and principal are informed.

**Stage 2:** Pupil is sent to Principal and parents are again informed. Pupil may be given a penalty sheet. If this occurs 3 times pupil moves to stage 3.

**Stage 3:** Meeting with parents. Pupil put on report for 1 week. At the end of week, behaviour is reviewed and hopefully inappropriate behaviour ceases. A pupil will only be put on report 3 times in a school year. If this intervention is unsuccessful pupil moves to stage 4.

**Stage 4:** Suspension is considered.

Factors which will influence decision are as follows:

- The nature and seriousness of the behaviour.
- The context of the behaviour.
- The impact of the behaviour.
- The interventions tried to date.
- Whether suspension is the appropriate response.
- The possible impact of the suspension.

The decision to suspend requires serious grounds such as that:

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils e.g. shouting at teacher, being disruptive, refusing to work, not allowing others to work, taking up teacher's teaching time due to inappropriate behaviour.
- The pupil's continued presence in the school at the time constitutes a threat to the safety of pupils/teachers e.g. physical fights in school yard, leaving school premises without permission, serious consistent incidences of bullying or racism, use of bad language to any member of school community.
- The pupil is responsible for serious damage to property e.g. setting fire to the school, deliberately leaving taps turned on.

A single incident of serious misconduct may be grounds for suspension.

### **Procedures to be followed in respect of suspension**

School's behaviour Committee will convene a meeting. The committee will comprise of the Principal, Deputy Principal and class teacher.

Fair procedures based on the principles of natural justice will be followed, these procedures apply to:

- The investigation of alleged behaviour that may lead to suspension.
- The process of decision making as to whether the student did engage in the misbehaviour and what sanctions to impose.

Once the preliminary investigation confirms that the behaviour warrants suspension

- Parents and pupils will be informed about the complaint. This will be done by phone or in writing, visit by H.S.C.L. coordinator.
- They will be given an opportunity to respond. A meeting will be organised to facilitate same.

In the case of immediate suspension, parents will be contacted re. the collection of their daughter.

### **Period of Suspension**

Parents can appeal both the Principal's and B.O.M.'s decision to suspend a pupil. Should the pupil be suspended for a total of 20 days in the year, parents may appeal the decision under Section 29 of the Education Act and will be facilitated to do so if so required.

### **Implementing the Suspension**

The Principal will notify the parents and the pupil in writing of the decision to suspend. The letter will confirm:

- The period of the suspension.
- The reasons for the suspension.
- The study programme to be followed.
- The arrangements for returning to school e.g. commitment re. adhering to Code of Behaviour, special contract or pupil report card for 1 week.
- Provision for appeal.

### **Reintegration of Pupil**

The school will make every effort to help student to catch up with work missed. An opportunity to discuss feelings will be facilitated by the school's life skills coach. The pupil will be given the opportunity and support for a fresh start.

### **Records and Reports**

Formal written reports are kept re: the following by the Behaviour Committee

- The investigation.
- The decision and rationale for same.
- Duration and any conditions attached to suspension.

All suspensions are reported to the B.O.M. and to The Child and Family Agency.

## **Expulsion**

The decision to permanently exclude a pupil from St. Eithne's G.N.S. will be made solely by the B.O.M. Expulsion is a very serious step and is only taken in extreme cases of unacceptable behaviour and only after the school has taken significant steps to address the behaviour. These steps include the following:

- Meeting with parents and pupil to explore ways of helping pupil change behaviour.
- Making sure that the pupil understands the possible consequences of their behaviour, (if it should persist).
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies e.g. National Educational Psychological Service (NEPS), Health Service Executive Community Services (HSE), National Behavioural Support Service (NBSS).

The grounds for expulsion and the factors which need to be considered are similar to those for suspension, however where expulsion is concerned the school will already have tried a series of other interventions including suspension which unfortunately haven't changed the pupil's behaviour.

## **Expulsion for a first offence**

The following kinds of behaviour may warrant such expulsion.

- A serious threat of violence against another pupil or staff member.
- Actual violence or physical assault.
- Supplying of drinks/drugs.



## **Procedures in respect of expulsion**

### **STEP 1**

A detailed investigation carried out under the direction of the Principal.

- Pupil and parents to be informed in writing re. the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Parents and pupil will be invited to a meeting and given every opportunity to respond to the complaint before a decision is made.

### **STEP 2**

**A recommendation to the B.O.M. by the Principal to consider expulsion.**

- The Principal will inform parents and pupil that the B.O.M. is being asked to consider expulsion. They will be given ample notification of the date of the hearing and invited to attend. They will also be advised that they can make a written or oral submission to the B.O.M.

### **STEP 3**

**Consideration by the B.O.M. of recommendation and the holding of a hearing.**

- The B.O.M. will be provided with the same records re. investigation as the parents. The B.O.M. review the initial investigation and satisfies itself that fair procedures were upheld. It reviews all documentation. If the B.O.M. decides that an expulsion is warranted it will hold a hearing. At the hearing, all aspects of the case are discussed among the Principal, parents and the B.O.M. After all sides have been heard the parents and principal leave the hearing to allow the B.O.M. make its decision.

### **STEP 4**

**B.O.M. deliberations and actions following the hearing.**

- Having heard from all the parties it is the responsibility of the B.O.M. to decide whether or not the allegation is substantiated and if so whether or not expulsion is the appropriate action. The Board informs the parents re. its conclusions and the next steps in the process e.g. notification of decision to the Educational Welfare Officer.
- If B.O.M. deems it necessary to expel the pupil TÚSLA will be informed in writing by using A Notice to Expel Form. The intention to expel a pupil does not take effect until 20 days have elapsed after TÚSLA have received written notice. This allows the Educational Welfare Officer time to intervene before the decision takes effect.

## **STEP 5**

### **Consultations arranged by the Educational Welfare Officer during 20 day period.**

- Individual consultations with all concerned where feasible.
- Arrangement of joint meeting of all concerned.

The purpose of the consultation and meetings is to ensure that arrangements are in place for the pupil to continue in education. The B.O.M. may suspend the pupil during this process if there are concerns that the continued presence of the pupil will seriously disrupt the learning of others or represent a threat to the safety of other pupils and staff.

## **STEP 6**

### **Confirmation of the decision to expel.**

Parents will be notified immediately by the B.O.M. and informed re. their right to appeal the decision to expel. The standard appeal form will be given to parents. A formal record of the decision to expel will be made.

### **Appeals**

Parents may appeal the decision to expel to the Secretary General of DES. The appeals process under Section 29 of the Education Act 1998 begins with the appointment of a mediator. An appeal may also be brought by the Child & Family Agency on behalf of the pupil.

### **Strategies to encourage good attendance**

St.Eithne's school has put the following strategies in place to foster an appreciation of learning and good attendance.

- When the class achieves full attendance for the week, the teacher can give the class a homework pass.
- Special rewards and incentives are given to children who achieve full attendance for each term. Their names are posted up on the 'Amazing Attenders' noticeboard on the main corridor.
- Full attendance for the year is especially acknowledged.

### **Procedures re: the notification of a child's absence from school**

Under the Education and Welfare Act 2000 schools are required to monitor school attendance and report on pupil attendance in certain circumstances. The school reports 4 times a year to The Child and Family Agency which was established to support school attendance and follow up on children who are not attending school regularly.

### **When does a school report to The Child and Family Agency?**

The school report when

1. A student is absent for 20 days or more.
2. The Principal is concerned about a student's attendance.
3. The B.O.M. decides to expel a student.
4. A student has been suspended for 6 days or more.
5. A student's name is to be removed from the school register for whatever reason e.g. a student moves to another school.

## **Role of Parents**

- Parents must write a note of explanation for all absences. The school will accept telephone communication concerning a child's absence, however a written note is preferred.
- The class teacher will call the roll by 10.30a.m. Pupils not in attendance by then are marked absent. Teachers legally cannot change an absent indicator to a present indicator.
- Medical certificates should be passed on to school.
- The reason for the absence is then noted.
- Do not take holidays during school term as they count as absences from school.
- Make sure your child understands that you do not agree with her missing school unless it is for a valid reason.

## **When are parents contacted by the school?**

- If the pupil is at risk of developing school attendance problems.
- A letter is sent home when a pupil misses 10 days.
- The HSCL coordinator will contact parents when a pupil misses 15 days.
- If the parents fail to explain a pupils absence.
- If the pupil is regularly late for school.
- If the pupils name is been passed on to The Child and Family Agency

Attendance records of children who transfer to another primary school will be passed to the Principal of the school as soon as notification of transfer as been received.

Attendance records of children who transfer to St. Eithne's School will be sought from previous school.

Attendance records of pupils transferring to Second Level schools will be sent to the school as soon as enrolment has been confirmed.

***The Board of Management of St. Eithne's Girl's school acknowledges the following in the formulation of this code:***

*The Teaching and Ancillary staff, the pupils, in particular The Student Council and parent representatives.*

***This revised edition of the code which also incorporates our Attendance policy was ratified by the BOM in June 2014.***

***It will be implemented and reviewed on an annual basis.***

## Yellow Card

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reason for discipline card:

Teacher Signature:

\_\_\_\_\_

Parent Signature:

\_\_\_\_\_

## Orange Card

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reason for discipline card:

Teacher Signature:

\_\_\_\_\_

Parent Signature:

\_\_\_\_\_

## Red Card

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reason for discipline card:

Teacher Signature:

\_\_\_\_\_

Parent Signature:

\_\_\_\_\_