



**Code of Behaviour Policy**

**2020+**

**Board of Management Scoil Bhríde Nurney**

**2020+**

**Scoil Bhríde**

**Code of Behaviour**

A school’s job is the delivery of the National Primary School Curriculum. Teaching children to behave is a parent’s responsibility. Schools are here to teach the curriculum not punish. When conflict or poor behaviour happens it’s a ‘teaching moment’. We as teachers can ‘teach something’ from it, because that is what we do. We are teachers not punishers.

Parents are responsible for their children’s behaviour at school. Parent’s responsibility does not end at the school gate. Teachers need to receive support from parents to assist them in maintaining high standards of teaching and learning in the school. Parents play a key role in ensuring their children are well-behaved at school and that they support the school when action is taken. It is vital that both parents and pupils fully understand their responsibilities. Classroom and playground rules exist to ensure that pupils can learn in a safe and ordered environment.

School rules are important to follow because they enable classes and the playground to run smoothly so that everyone can learn and benefit from what the teacher has to offer. When pupils follow school rules, everyone, from the teachers to the pupils, can achieve their goals in both the classroom and the playground.

If schools didn’t institute rules and pupils didn’t follow them, the classroom and playground environment would be chaotic. They are instituted in the workplace, so pupils should learn to follow rules before they get to adulthood and need to abide by them to make a living.

Rules in the classroom and playground typically pertain to following a teachers directions/instructions and respecting classmates. These types of rules are easily translated into the professional world and respect, and following directions/instructions are valuable skills to learn.

In any community discipline means a willingness to share the environment peacefully. The aim of the code is to create proper environment in which pupils can through developing self-discipline feel secure and make progress in all aspects of their development. Discipline means each person recognises and acknowledges the rights of others.

Our school’s code of behaviour is based on a behavioural and social contract system using values, rules and consequences as the main components of an effective school/classroom/playground plan for discipline.

The Ethos Statement of the school focuses on the Christian values of respect and care for others and this informs the school’s approval to standards of behaviour and breaches of those standards.

The code of Behaviour for Scoil Bhríde is based on the following principles.

* The child is the chief agent in his/her education
* Teachers and Parents are partners in education.
* Scoil Bhríde is a Catholic school with a Christian ethos.
* Scoil Bhríde is a community and the members of that community will always try to recognise the variety of differences that exist between children and the need to accept and respect these differences.
* A conscious effort is made to build up pupil’s self esteem and confidence and to develop all their talents.
* Scoil Bhríde believes in the uniqueness and individual worth of every child.
* All children are equal regardless of gender, ability, creed or social background.
* Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner
* Scoil Bhríde is part of the wider community and welcomes links between the school and the community.

**BOARD OF MANAGEMENT**

The Board of Management has a role to play in promoting good standards of behaviour in the school as it has ultimate responsibility for discipline in the school. The Board of Management must run the school according to the regulations laid down by the Department of Education in its “Rules for National Schools” and circulars.

**GOOD BEHAVIOUR AND THE DEVELOPING CHILD**

The aims of primary education as laid down by the Department of Education are as follows:

* To enable the child to live a full life as a child.
* To equip him/her to avail him/herself of further education so that he/she may go on to live a full and useful life as an adult in society.

These are broad aims, encompassing not only the acquisition of academic skills and knowledge, but also the complex range of social skills, attitudes and beliefs. A pupil’s self confidence and his attitude of social responsibility to others are essential parts of this personality. These traits can be developed best when the child is raised and taught in environments where good behaviour is expected of him/her.

Schools encourage the development of good behaviour for a second set of reasons. A happy and well-disciplined school is desirable as it enables all learning activities to run smoothly without tension and strain on pupils and teachers alike. Children learn by copying the behaviour of individuals in their environment so good behaviour sets an example to younger children, while older children take a more mature and well-behaved manner if they know they are setting this example.

**DEVELOPING GOOD BEHAVIOUR: A PARTNERSHIP**

Promoting good behaviour is the main aim of this code. School management and staff actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

Good behaviour develops best in a community of self-respect and mutual concern. The school itself should be such a community and it must do all it can to foster good behaviour. However, schools are simply a part of a wider community and they cannot develop good behaviour in isolation. The primary responsibility for the development of good behaviour rests with parents in the home, where children spend most of their time.

 **PARENTS THE PRIMARY EDUCATORS**

Parents are the first primary educators of their children. They play a crucial part in shaping their children’s personalities and attitudes, and they continue to have a powerful influence over them throughout their school years. Teachers have an important role as partners in this process, but partnership can only become real if parents accept that they have a duty not only to send children to school but also to encourage them to behave well when they get there.

**ABSENCE FROM SCHOOL**

Parents are required to notify the school following a child’s absence using the form provided, and clearly stating the reason for the absence.  The school will inform the NEWB when absences total 20 days overall.  However the school has the right to notify the NEWB where a pupil is not attending regularly.

**TEACHERS**

Teachers exert a powerful influence on the development of the children in their care both by providing a role model for pupils and by the effective implementation of the school’s behaviour policy within their own classrooms and in communal areas during breaks, lunch times, school tours and outings.

**PUPILS**

Pupils learn at school from the formal lessons taught to them and from the way in which the school is run and the relationships between people in it. Pupils will live up, or down, to teacher and parent’s expectations so if we are to encourage good behaviour children must identify with standards expected and accept these as valuable norms.  Clearly pupils differ as individuals and standards of behaviour expected may vary somewhat depending on age, temperament, ability and background

**STRATEGIES TO AFFIRM AND PROMOTE GOOD BEHAVIOUR**

The day-to-day excellence of school management and classroom teaching will enable most pupils to behave in ways that support their own learning and development.  Teachers and other school staff also need a range of strategies for promoting good behaviour at class and school level.

The school management and teachers acknowledge that pupils are more likely to behave well when:

* they are given responsibility in the school and are involved in the development   of the code of behaviour
* they understand why the code is important and their part in making it work
* they can see that the code works in a fair way
* there are standards that set high expectations for student behaviour
* the standards are clear, consistent and widely understood
* parents support the school by encouraging good learning behaviour
* there are good relationships between teachers, parents and students and a     happy school atmosphere
* adults model the behaviour that is expected from students

Other strategies to encourage and promote good behaviour include:

* positive everyday interactions between teachers and students
* good school and class routines
* clear boundaries and rules for the students
* helping students themselves to recognise and affirm good learning behaviour
* recognising and giving positive feedback about behaviour
* exploring with students how people should treat each other
* involving students in the preparation of the school and classroom rules.

In promoting, good behaviour among the pupils there is an emphasis on rewards, praise and encouragement. The staff endeavours to praise and encourage good work and behaviour both in the classroom and in the playground.  Each individual teacher will devise his/her own system of rewards within the classroom. These may include stickers, golden time, motivation charts, wall of excellence, pupil of the day, notes home, homework passes. Other whole school awards include the ‘Well Done’ Award (given out by the Principal and teachers), Assembly awards and the line-up award.

If at any time, you ever have any concern or query regarding your child’s behaviour at our school, then please contact the Class Teacher in the first instance. The Principal will also be happy to meet with you should the need arise following an appointment made through the secretary. However, all meetings between parents and the principal regarding the Schools Code of behaviour should be in the presence of the deputy principal also when possible.

**RESPONDING TO INAPPROPRIATE BEHAVIOUR**

If unacceptable behaviour occurs then teachers and parents must cooperate to encourage the pupil to understand the consequences of their behaviour and to take responsibility for changing that behaviour. Sanctions are used in order to try to achieve this. The purpose of a sanction is to bring about a change in behaviour by:

* helping pupils to learn that their behaviour is unacceptable
* helping them to recognise the effect of their actions and their behaviour on others
* helping students (in ways appropriate to their age and development) to understand that they have choices about their 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

Scoil Bhríde endorses the approach of **Restorative Practice (Justice)** (for more information please refer to the schools *“Restorative Approaches Information Leaflet for Parents and Pupils”* and the school’s *“Restorative Justice Policy”*) which international and Irish research finds to be a far more effective learning social skills model for building and re-building relationships in school amongst children.

Restorative Practice is part of everything we do at Scoil Bhríde Nurney. It is a philosophy that guides the way we act in all our dealings. The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. It is about a fair process, allowing everyone the opportunity to freely express their emotions. It is about always encouraging wrongdoers to take responsibility for harming others.

It can be used anywhere and adapted for use at home.

*‘Working with each other to resolve conflicts.’*

You can use restorative questions to talk through any problems or arguments that occur. It is important for the adult to stay calm and influence the mood of everyone present. Questions should be asked to everyone involved so that a discussion is developed and the questions will encourage everyone to think about their feelings, the feelings of others and ways to move forward.

*Sharing Feelings*

It is a good idea to check in with each other every day. This is as simple as sitting down together and everyone having the opportunity to express how they feel and talk about their day. You could ask questions like...

*How are you feeling?*

*What was the best part of your day?*

*What made you happy today?*

Remember...everyone should be involved if possible and everyone should have the chance to express how they feel or give comments.

* Restorative Justice is ……… a philosophy that views harm and crime as violations of people and relationships, i.e. who have you harmed? Aim is to reintegrate
* Traditional discipline way is ……. A violation against the state. Someone is found guilty of a crime and is punished by law. Parallel in schools.....about rules and regulations i.e. what rule have you broken? What is the sanction for breaking that rule?
* Restorative Justice demands that we think about what happens to the victim, and how the victim’s needs might be met in the aftermath of the crime/wrongdoing.
* Punishment alone for the offender offers little in the genuine way of accountability; does little to meet a victim’s needs and does little to address the causes of the wrongdoing.

|  |  |
| --- | --- |
| Punitive | Restorative |
| * Think of self
* Minimises harm
* Becomes the victim
* Blames others
* Excluded from the process
* Marginalised
 | * Think of others
* Recognises extent of harm caused
* Accountable
* Accepts responsibility
* Included in process
* Integrated
 |

Good relationships need to be at the heart of everything in school if effective teaching and learning are to take place.

|  |
| --- |
| **Using this approach here are the process questions the school uses:** |
| **When challenging behaviour:** | **To help those affected:** |
| * What happened?
* What were you thinking of at the time?
* What have you thought about since?
* Who has been affected by what you have done?
* In what way have they been affected?
* What do you think you need to do to make things right?
 | * What did you think when you realized what had happened?
* What impact has this incident had on you and others?
* What has been the hardest thing for you?
* What do you think needs to happen to make things right?
 |

**PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Sanctions may be needed to help a pupil with special needs to learn about appropriate behaviour and skills, as in the case of any pupil. However teachers will take particular care that they help the pupil with special needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable.  The school and classroom practices that support good learning behaviour are valid for all pupils, including those with identified special needs. All pupils are expected to follow the school’s code of behaviour.

Class teachers and specialist personnel (such as the Learning Support Teacher, Resource Teacher & Special Needs Assistant) will check that standards and rules are communicated in a way that pupils with special educational needs can understand.  This understanding will be checked from time to time, especially where a pupil with special needs is acting in a way that would usually be seen as being in breach of the rules. If a pupil with special needs requires withdrawal from the classroom and supervision by a resource teacher, the time given by the resource teacher will be taken from his or her allocated resource hours. Teachers may need support in understanding how best to help a pupil with special educational needs to conform to the behavioural standards and expectations of the school.  For some pupils, visual prompts or pictures may be needed.  Some pupils may need opportunities to practise observing the rules with feedback on their progress.

Initially the teacher will use simple sanctions within the classroom such as:

* 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

**COMMUNICATING WITH PARENTS**

* Parents of incoming students are provided with a copy of the Code of Behaviour.
* Communicating with parents is central to maintaining a positive approach to dealing with children.
* Code of Behaviour is available on the school website
* Link is provided to anti bullying websites from school website
* 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 the class teacher about any significant developments in a child’s life, in the past or present, which may affect the child’s behaviour or any other concerns that may arise.

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

* Informal/formal parent/teacher communication;
* Through children’s homework journal;
* Letters/notes from school to home and from home to school;
* Newsletters/school web-site.

**SCHOOL RULES**

School rules are kept to a minimum and are devised to be positive in nature and with regard for the health, safety and welfare of all members of the school community.

1. Treat others as you would like them to treat you. No teasing or name calling or foul language. Follow the golden rules (*(we are gentle, we are kind and helpful, we listen, we are honest, we work hard, we look after property, we tell teacher)*

2. No fighting (kicking, teasing or rough play). Keep hands, feet and objects to yourself

3. Walk slowly and quietly when indoors in all parts of the school.

4. Line up immediately when the bell rings and stand quietly in line.

5. Keep our school clean and tidy

6. Take good care of school property and other people’s property.

7. Always do what the teachers ask you to do (follow teachers’ directions) and always tell the truth. Always tell the teacher when you have a problem.

8. Always wear your school uniform to school

9. No pupils in corridor without permission during break.

10. Stay in school grounds during school hours

11. Children are not allowed to bring mobile phones to school

## SCHOOL TIME TABLE

School opens to receive pupils 9.10.a.m.

Pupils assemble in line 9.20.a.m.

School closes

 Infants 2.00.p.m.

 Other Classes 3.00.p.m.

**GENERAL GUIDELINES FOR BEHAVIOUR**

All pupils are expected to behave in a responsible manner both towards themselves and others, showing consideration, courtesy and respect for other pupils and adults at all times. Respect must be shown for the property of the individual and of the school at all times.

Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and grounds.

If misbehaviour occurs at lunch time or at any other time when another teacher is in charge, the teacher may impose a sanction and inform the class teacher of same.

## BEHAVIOUR IN CLASS

Courtesy and respect for others is the basis for classroom behaviour.

Pupils will respect the right of others to learn in a secure safe atmosphere. A high level of attentiveness and particular is required of all pupils in class.

Pupils will co-operate with instructions given by the teacher.

Pupils will complete assigned homework which may be oral/written, memorisation or other tasks. Written work will be in a neat and presentable form.

Pupils will bring to school each day the books, copies, pens; pencils etc. necessary to do their work properly, Pupils will take proper care of these items.

Pupils will take responsibility for maintaining a tidy desk, classroom shoe boxes etc.

On ‘Wet Days pupils will remain in classrooms. Games etc. will be provided, if possible a DVD/TV. Senior pupils will assist in the Junior classes. During this time pupils will behave in an appropriate manner to ensure their own safety and the safety of others

## BEHAVIOUR IN PLAYGROUND

Pupils should recognise the rights of all children in the playground.

Any behaviour which endangers oneself or others is not permitted.

Any behaviour which interferes with other children is not permitted.

Pupils must remain within the playground boundaries during breaks.

Pupils must stay off the grass in wet weather.

Pupils must play in their own designated area i.e. Junior or Senior Yard.

Pupils must obey the bell immediately

Pupils must line up in an orderly manner, be quiet and wait to be collected by the teacher

Pupils must ask the people on yard duty for permission to enter school to go to the toilet.

**PRAISE**

Praise, which helps to build self-esteem is a key part of our Code of Behaviour. Positive reinforcement leads to a better self-discipline and we place greater emphasis on rewards and incentive than on sanctions. Praise may be given by means of any one of the following.

1. A quiet word or gesture to show approval
2. A comment in a pupils exercise book
3. A word of praise in front of a group or class
4. A visit to another class, teacher or the Principal for commendation
5. A system of merit marks
6. A mention in school newsletter
7. Delegate some special responsibility or privilege.
8. A mention to parent, written or verbal communication
9. Children who undertake special duties will be rewarded.

**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:

* *Bringing electronic equipment or mobile-phones to school*
* *Not wearing appropriate uniform; bringing in chewing-gum*
* *Not following instructions.*

Examples of serious misbehaviour include:

* *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:

* *Assault on a teacher or pupil*
* *Serious Theft*
* *Serious Damage to property*
* *Serious bullying*
* *Carrying drugs, alcohol, cigarettes*

**SCHOOL DISCIPLINE CHECKLIST**

1. Fighting\*
2. Bad language
3. Defiance of teacher instruction and not following teacher’s directions\*
4. Abuse/vandalism of school property\*
5. Vandalism of staff member’s property\*
6. Vandalism of another student’s property
7. Interference with/Violation of the person (clothing, inappropriate touch, etc.)\*\*
8. Leaving/entering the school grounds in an inappropriate manner
9. Leaving the school/yard without permission
10. Verbal abuse/threats to staff members\*
11. Verbal abuse/threats to another student
12. Smoking/Vaping (or the bringing into school of cigarettes/smoking devices or vape devices/equipment)\*
13. Possession of dangerous items e.g. knives, blades, aerosols, glue, matches, lighters
14. Persistent classroom disruption\*
15. Homework not done (three times in one week)
16. Stealing
17. Refusal to do sanction work\*
18. Not telling the teacher of a problem and dealing with the problem in an inappropriate way that contravenes the school’s code of behaviour
19. Poor punctuality
20. Not wearing uniform
21. Not pulling down hoodies on yard to aid identification when requested to do so by a teacher
22. Bullying (See Anti-Bullying Policy)
23. Back answering\*
24. Throwing objects
25. Spitting
26. Lying to staff members
27. Mitching
28. Physical threats to staff\*
29. Physical threats to other students\*
30. Intimidation of another pupil\*
31. Misbehaviour or inappropriate conduct in a school toilet\* (e.g. vandalism, standing on toilet seats, throwing water, wet paper and towels, peeping/spying on others)
32. Selling goods on school property without school authorisation
33. Entering school grounds after school hours with malicious intent
34. Nuisance calls to staff or inappropriate comments about staff on social media\*
35. Chewing gum
36. Absent. (no note)
37. Throwing tantrums
38. Extortion
39. Persistent infringement of school rules\*
40. Identity-based comments. (Racist/ethnic, Homophobic, SEN/Disability, Membership of the Traveller Community*)\**
41. Biting\* (depending on age)
42. Physical assault of another student\*
43. Breaches of Mobile Phone Policy\*
44. Not keeping hands, feet and objects to yourself
45. Name calling and teasing
46. Not following the Golden Rules (e.g. *(we are gentle, we are kind and helpful, we listen, we are honest, we work hard, we look after property, we tell the teacher)*
47. See [Appendix 2]

\* THESE INCIDENTS MAY MERIT IMMEDIATE SUSPENSION.

\*\*THESE INCIDENTS MERIT IMMEDIATE SUSPENSION.

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

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 – outlined in our Anti-Bullying Policy and 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**

The purpose of sanctions is to promote positive behaviour and to discourage misbehaviour.

In imposing a sanction, it is the misbehaviour which is unacceptable and not the sanction.

Sanctions are, as far as possible, relevant or related to the misbehaviour, having due regard to age and emotional development of the child. Curriculum subjects such as Art & Craft, P.E, will not be withdrawn form a child, except where his/her behaviour in such a class is a source of danger or disruption to others.

**When misbehaviour occurs the following is a list of possible sanctions strategies used.**

* Detention – for serious/persistent breaches of the yard rules
* Loss of privilege/practical task, whichever is deemed appropriate, decided by a staff member with a view to correcting or redressing an unacceptable deed on the part of the student
* Restricted timetable
* Suspension
* Expulsion
* Breaktime Detention.
* The pupil is made aware of the fact that his/her behaviour is unacceptable
* The child may receive a verbal reprimand from the teacher.
* The teacher may discuss misbehaviour with pupil.
* The seating arrangement in class may be changed.
* Pupils/groups of pupils who misbehave/are prone to misbehaviour/cause disruption may be separated from their peers within the classroom, in another classroom or in the play area.
* A child may be temporarily separated from class group or given a ‘Time Out session’
* A child may be sent to the wall or to a classroom for ‘Time Out’
* A child may be recommended by the Principal to be sent home from school in the case of a serious incident of misbehaviour.
* Incomplete homework will have to be completed
* Badly presented homework will have to be re-done.
* Extra work or repetition of unsatisfactory work
* A pupil may be referred to the Principal/Deputy Principal
* Note/Telephone Call/Letter to parents/guardians
* A note or a comment may be written on a child’s homework to be signed by parents/guardians.
* A pupil may be given a written assignment re his inappropriate behaviour to be signed by parents/guardians.
* If a pupil’s behaviour is a source of danger/ disruption to himself of others he may be removed from the activity in which he is involved

Serious incidents of misbehaviour in general will be investigated by the Class teacher, Deputy Principal (or Principal if deemed appropriate). These staff members have the authority to conduct such investigations prior to contacting parents. However, prior to investigation, if deemed appropriate, staff may decide to flag an issue as ‘under investigation’ to parents either verbally or in written format. Parents will be contacted as soon as possible in written format following such investigations.

After serious or continuous incidents of misbehaviour have been investigated, the details of this investigation shall be presented to the Deputy Principal or Principal who will consider the evidence and determine the appropriate action on the part of the School. This staff member may re-interview the alleged perpetrator(s), witness(es) or victim(s) as they see fit.

For this reason, the Principal in general shall not investigate disciplinary incidents, but remains as the final arbiter, if required, to pass judgement in cases of serious misbehaviour, based on the evidence that is presented to him/her.

This final judgement shall be written into a report type format and sent to all parties concerned.

## DETENTION

If a child has difficulty accepting that the school expects him/her to obey the school rules, the teacher or principal, may in order to reinforce the seriousness of that expectation detain a child during lunch times at a place where the child may be supervised. Before detention begins children may eat lunch, use toilet.

Children may be sent to detention for a set period (11.00 – 11.15, 12.30 – 1.00p.m)

Work given in detention will be signed by parents and returned to the teacher

Serious incidents will be recorded in the Code of Behaviour Incident Report Folder located in the Principal’s office filing cabinet.

* If a child continues to breach the Code of Behaviour and does not respond to admonishment the Principal will seek an appointment with the child’s parents.
* The Principal and parents discuss the child’s behaviour and explore possible reasons for it. The parents will be expected to undertake to support the school in expecting the child to abide by the Code of Behaviour.
* If a parent is unwilling or unable to support the schools expectation of the child and if the child’s behaviour has not improved the principal has the option of informing the parents by letter that he intends recommending to the Chairperson of the Board of Management that the child be suspended from the school for a period not exceeding 3 school days
* It will be open to the Board of Management or the Chairman on its behalf to accept the principal’s recommendation and the parents of the child will be informed by letter of the term and date of the suspension.

In the case of an incident of gross misbehaviour the Board of Management gives authority to the Chairperson or Principal to sanction a suspension to a maximum of 3 days, pending a discussion of the matter with the parents. The decision to suspend a pupil will be given in written format and posted.

A decision of the Board of Management is necessary to authorise a further period of suspension up to a maximum of 10 school days.

Parents may meet the Board of Management prior to the authorisation of this second period of suspension.

Suspension will be in accordance with the rules for National Schools and the Education Welfare Act 2000

If your child is suspended/has completed the suspension or expelled as a result of their involvement in an incident(s) at school, the decision regarding the disciplinary action of suspension by the Principal may be appealed to the Board of Management within a reasonable period of time of being informed of the decision, having regard for the educational and safety needs of all parties concerned, to remove the record of suspension.

In accordance with Section 29 of the Education Act (1998), parents/guardians have the right of appeal to the Secretary General of the Department of Education and Skills, within a reasonable period of time from the date that the parent/guardian was informed of the decision and following the conclusion of any appeal procedures provided by the school.

In consultation with the Principal and having arranged through the Bishop an alternative place in a primary school, the Board of Management has the option of expelling a pupil for serious breaches of the Code of Behaviour in accordance with rule 130 (6) for National Schools and as amended in Circular 7/88

If parents are unhappy with the way in which a particular incident has been handled the complaints procedure outlined in the school’s Complaints Policy may be used.

**If an issue is brought to the Principal’s attention the following steps may be followed:**

**Step 1.** The misdemeanour will be recorded by the Principal on the ‘Discipline Clipboard’. The parents/guardians of the student may be informed by way of a note in the student’s journal (if deemed serious enough). An appropriate sanction may be imposed at this point (e.g. a verbal reminder of the school rules or time out from the school playground)

**Any student who remains of the ‘Discipline Clipboard’ for a period of four consecutive weeks will return to 0.**

**Step 2.** The misdemeanour will be recorded by the Principal on the ‘DisciplineClipboard’. The parents/guardians of the student may be informed by way of a note in the student’s journal (if deemed serious enough). An appropriate sanction may be imposed at this point (e.g. time out from the school playground)

**Any student who remains of the ‘Discipline Clipboard’ for a period of four consecutive weeks will return to 1.**

**Step 3.** The misdemeanour will be recorded by the Principal on the ‘DisciplineClipboard’. The parents/guardians of the student will be informed by way of a note in the student’s journal. An appropriate sanction may be imposed at this point (e.g. time out from the school playground)

**Any student who remains of the ‘Discipline Clipboard’ for a period of four consecutive weeks will return to 2.**

**Step 4.** The misdemeanour will be recorded by the Principal on the ‘DisciplineClipboard’. The parents/guardians of the student will be informed by way of a posted letter. The sanction imposed at this point will be detention.

**Any student who remains of the ‘Discipline Clipboard’ for a period of four consecutive weeks will return to 3.**

**Step 5.** The misdemeanour will be recorded by the Principal on the ‘DisciplineClipboard’. The parents/guardians of the student will be given, by way of a posted letter, a description of the accumulated behaviour and informed that the sanction imposed at this point will be detention.

**Any student who remains of the ‘Discipline Clipboard’ for a period of four consecutive weeks will return to 4.**

**Step 6.** The misdemeanour will be recorded by the principal on the ‘Discipline Clipboard’. The parents/guardians of the student will be given, by way of a posted letter, a description of the accumulated behaviour and informed that the sanction imposed at this point will be detention. The parents/guardians of the student will also be requested to attend a meeting with the Principal regarding their child’s misbehaviour. This will constitute a ‘final warning’ for the student. The consequences of any further breaches of the school ‘code of behaviour’ will be explained to the student in the presence of his/her parents/guardians.

**Any student who remains out of the discipline folder for a period of**

**four consecutive weeks will return to Step 5.**

**Step 7.** A further incident being recorded by the principal on the ‘Discipline Clipboard,’ results in the parents/guardians of the student meeting with the Principal/Board of Management. **Suspension** will be enforced at this point. A letter to this effect will issue to the parents/guardians of the pupil. In the event that a parent is unable to attend at the school, a letter will be issued to the pupil and a copy will be forwarded by post to the student’s parents/guardians.

**IT IS IMPORTANT TO NOTE: SOME INCIDENTS MAY MERIT IMMEDIATE SUSPENSION. PLEASE SEE THE SCHOOL DISCIPLINE CHECKLIST RFERRED TO EARLIER**

**SCHOOL UNIFORM POLICY**

The Board, Staff and Parents Association have determined that the School Uniform is a fundamental part of the school identity and underscores all areas of school life. The policy has been updated in light of COVID-19. The following arrangement offers a range of choice while trying to minimise cost and allow for laundry days for families and ease of use for younger pupils all in an attempt to limit the spread of infectious disease.

The following **School Uniform** will be worn by all **1st class to 6th class pupils** on

**Tuesdays and Thursdays** effective from September 2021:

1. **School Wine Jumper *(with school crest)***: available to purchase from local suppliers
2. **School Tie:** available to purchase from the school
3. **Grey shirt:** Parents can choose where to purchase
4. **Grey trousers / skirt / pinafore:** Parents can choose where to purchase.
5. **Appropriate footwear (e.g. black shoes etc.):** Parents can choose where to purchase.

The following **School Tracksuit** will be worn by all **1st class to 6th class pupils** on

**Mondays, Wednesdays and Fridays** effective from September 2021**:**

1. **Plain Navy tracksuit bottom (no stripes or markings):** Parents can choose where to purchase.
2. **Royal blue hoodie *(with gold school crest):***available to purchase from local suppliers
3. **Grey polo shirt:** Parents can choose where to purchase.
4. **Appropriate sports footwear**: (Velcro fastening is best for younger children). Parents can choose where to purchase.

The following **School Tracksuit** will be worn by all **Junior and Senior Infant pupils** on **Mondays, Tuesdays, Wednesdays, Thursdays and Fridays** effective from September 2021:

1. **Plain Navy tracksuit bottom (no stripes or markings):** Parents can choose where to purchase.
2. **Royal blue hoodie *(with gold school crest):***available to purchase from local suppliers
3. **Grey polo shirt:** Parents can choose where to purchase.
4. **Appropriate sports footwear**: (Velcro fastening is best for younger children). Parents can choose where to purchase.

All items of uniform must be labelled in case they get lost or mixed up.

If you have bought School Jumpers for the infant classes and want to get full use out of them by all means please do so. That is not a problem.

All items of uniform must be labelled.

 The Reasoning behind the School Uniform:

1. Makes all pupils equal while creating a clear school identity.
2. Represents a visible commitment to the rules and policies of Scoil Bhríde Nurney
3. Establishes a code of dress appropriate to the image the school wishes to present.
4. Reinforces a pride among the pupils in their school, particularly when representing the school on sporting or extra-curricular activities
5. Reduces expense to parents of regularly having to purchase clothes for their children – often at the dictate of fashion.
6. Pupils can clearly be distinguished from people who are not members of our school community thus making the school a safer environment for all (e.g. school-based tours, school and community celebration days etc.)

**PLEASE NOTE: Pupils will sometimes get their school uniform/tracksuit dirty in school whether in class or in the Sports Hall or out on yard or out on the school field. This is part of school life and is unavoidable.**

**Uniform Enforcement Policy and Procedures:**

To properly enforce the Uniform Policy, the school is again dependent on the support of you, the parents and guardians. Pupils are expected to adhere to the full school uniform as defined in the School Code of Behaviour. The School uniform reflects the sense of belonging to the school community and parity of esteem in which each individual is held. It must therefore be neat and correctly worn at all times, including going to, within (in this case with no extras e.g. (over)coats, blazers, jackets, hats, scarves, gloves etc.) and returning from school. It is neither possible nor practical for the school to operate exceptions to this policy, though we acknowledge that there will occasionally be genuine reasons why your child may arrive in school not wearing full uniform. The school may offer replacement school uniform items to pupils presenting out of uniform.

**Enforcement Procedures are as follows:**

* Pupils who have a genuine reason for being out of uniform should bring a letter signed by a parent/guardian to the teacher. This must be done first thing in the morning before 11am.
* At random times during the week a uniform inspection will be carried out by the school. Whole classes and pupils presenting in full and proper school uniform, for the correct day, will be recognised and rewarded.
* Anyone not in full and proper school uniform will be asked for a letter/note explaining why. If there is no letter/note, a verbal reprimand will be given and the pupil’s name, class, issue and date will be logged in a uniform book.
* If the issue presents itself again the pupil will be given a letter about school uniform to bring home [Appendix 1]
* If the issue presents itself again without rectification, the pupil will be given time-out at break time.
* If the issue presents itself a third time without rectification, another letter will be sent to parents and the pupil will be placed on detention.

**Persistent disregard for the school’s uniform policy will be addressed through the school’s Code of Behaviour and the Board of Management will deal with pupils refusing to co-operate with the policy.**

**Jewellery Policy**

As parents and educators, we are all very conscious of the importance of our children’s health, hygiene, safety and happiness. The following policy regarding the wearing of jewellery etc. has been devised to minimise the risk of accident, injury or infection during school activities.

As a general ‘rule of thumb’ items or styles that are either an unnecessary distraction or a potential danger to oneself / another child, should not be worn to school. If you need to discuss any of the above please contact the school principal.

**Items/styles that may be worn:**

* Watches (not on swimming days – to avoid loss or damage)
* Plain stud earrings – one per ear (to be removed by pupil and stored by pupil during sport activities)
* Simple hair ties, clips or bands
* Any item required to highlight a certain medical condition e.g. medic alert bracelets

**Items/styles that may not be worn:**

* Rings of any description
* Necklaces, ‘chokers’
* Pendants, crosses & chains
* Elaborate hair decorations with sharp points
* Hair dye
* Bracelets
* Body piercing
* Earrings – other than plain studs
* Body art / tattoos
* Hair art/engraving
* False nails
* Heelies
* Any item not mentioned above that may be a distraction to learning

\*Exceptions will be made for students engaged in staged performances on behalf of the school where any of the above items are so required for the duration of the staged performance(s).

The successful implementation of this policy is an important step in promoting a safe school environment for all children. All families and pupils are asked to co-operate with its implementation. This policy will be reviewed as required.

**THEFT OF PROPERTY**

Children should not bring toys/property to school.

In the event of property being lost, mislaid or stolen all reasonable effort will be made to locate the missing property

If a child is found to have taken other people’s property they will have to return the property and/or make due recompense as well as whatever other sanctions which may be imposed.

All items of uniform must be labelled.

**MEDICAL**

The teacher with each change of class and the Principal should be informed if your child has any medical complaint e.g. asthma, hay fever or any other problem which may affect him/her in school. Teachers DO NOT administer medication without Board of Management approval.

**HEALTH & HYGEINE**

1. Please refer to [Appendix 2]
2. Pupils should be clean and neat.
3. Attention should be paid especially to cleanliness of hair
4. Pupils are encouraged to bring nutritious healthy lunches.

**ATTENDANCE**

1. School commences at 9.20 a.m. and finishes at 2.00p.m. for Infants 3.00p.m. for all other pupils
2. Pupils will stay with class group on school premises/grounds during school day. Pupils wishing to leave for any reason during the school day must produce written request by parents or guardians
3. When a pupil has been absent a note must be brought to the class teacher upon his/her return as described in our Attendance Policy.
4. If both parents are absent from home or are at work arrangements should be made for someone to look after children in the event of their being sent home unexpectedly – due to some unforeseen circumstances e.g. illness of pupil. Details re alternative address/Telephone number should be supplied and continuously updated
5. Children in infant classes should be collected from the gate at 2.00p.m.
6. For the safety of your child a note should be given to teacher if someone other than the usual person is collecting your child
7. If any child has to leave school early parents are expected to collect the child from the classroom. Children may not be picked up from the gate during school hours.
8. The Board of Management will not be responsible for children before 9.10a.m. or after 3.00p.m. The school management cannot accept responsibility for children arriving before official opening of the school or remaining in the school grounds after school. Except where pupils are engaged in any 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 the school behaviour policy during these times.

**RESPONSIBILITIES**

**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.

**Teacher’s Responsibilities**

Support and implement the school’s Code of Behaviour

* Create a safe working environment for each pupil.
* Recognise and affirm good work.
* Prepare primary curriculum school work and correct primary curriculum work done by pupils. It is not part of a primary teachers job/contract to prepare pupils for post-primary entrance exams. School Policy does not allow any teacher to give grinds on school premises without prior Board of management approval. It is not part of a primary teachers job/contract to prepare extra work (or correct it) for pupils going on holidays. A primary teacher may prepare, if their professional discretion deems it appropriate, two weeks only of work in advance for any pupil due to medical treatments. A primary teacher’s job is to deliver the primary school curriculum as laid down by the department of education and skills.
* 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.
* Record instances of serious misbehaviour or repeated instances of misbehaviour in Incident Book.
* Provide support for colleagues.

**Pupil’s 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.
* Any out of class activity e.g. are part of normal school days activity

**Parent’s/Guardian’s Responsibilities**

* Ensure their children attend school and are punctual
* Equip pupils with appropriate school materials, sufficient healthy lunch and full uniform
* Ensure that pupils are dressed for all weathers (e.g. proper raincoat, hat, gloves. scarf etc.)
* 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 pupils 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 and the Child Protection of all staff and students, parents are not to approach or reprimand another person’s child on the school premises.

**PARENTS AND THE CODE**

1. Parents can encourage good behaviour at school by promoting a positive image of the school and by discussing the school rules and the need for them.
2. Discuss with your child how to behave in an appropriate manner at school to ensure their own safety and the safety of others
3. Appointments: Parents may not call casually to the classroom door or to the Principal’s office to discuss any issue regarding their child. They must make an appointment through the office. The teachers in the school and the Principal are always willing to meet with parents by appointment at a mutually convenient time to discuss concerns or difficulties. All meetings between parents and the principal regarding the Schools Code of behaviour should be in the presence of the deputy principal also when possible.
4. If you are asked to come to the school to discuss a problem remember that the teacher or principal wants to discuss the problem not apportion blame or make judgements.
5. There will always be times when you totally disagree with something a teacher does or says. If this happens, please check that you have the correct version of events and then discuss the problem with the teacher or Principal.
6. Please do not undermine the authority of the school by criticising a teacher in front of pupils but come to the school to discuss the problem.
7. Try to listen to your child and talk about what is happening in school and let them know that you are interested and aware.
8. Be on alert for any change in mood or behaviour, it can sometimes indicate that a child is worried or under pressure. If teachers become aware of changes in mood or behaviour, parents will be informed.
9. If a child is complaining of pains and there is no obvious reason this may be also indicate some worries or pressures.
10. If you want to come to the school to discuss your child you are not running with ‘stories’ you are simplyexercising your rights as a parent. Please remember that children can be best served if teachers and parents work together and stay in touch.
11. A note is required for absences, failure to do homework, not wearing uniform etc.
12. Read with your child. It is of immense value they are never too old.
13. Good hygiene is encouraged. If a child is sick they need to be kept at home. Head lice is a recurring problem. Prevention requires constant vigilance.
14. It is essential that the school has up to date phone numbers contact numbers for parents/guardians.

**[Appendix 1]**

School Year \_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent(s) Guardian(s)

Many thanks for your continued support of the school and its policies. We feel consistency is a critical thing to try and achieve for all of our pupils.  We recently carried out a uniform check within our school and found that the full proper school uniform was not being worn.

We are very proud of our school and of our pupils and believe that high standards of uniform as well as behaviour, being properly equipped and attending regularly give each and every one of our pupils the very best chance of learning well and achieving their very best.

The intention of this letter is to avoid unnecessary confrontations with parents of pupils not dressed in accordance with school uniform policy. Therefore we seek your help in addressing the issue.

Thank you all very much in advance of your anticipated support and understanding as we prepare our pupils for the exciting challenges, demands, expectations and high standards of secondary school and beyond.

A full copy of our School’s uniform policy can be viewed or downloaded from [www.nurneyns.com](http://www.nurneyns.com)

Kind regards

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

**[Appendix 2]**

**Addendum to Code of Behaviour**

**Rationale:**

We aim to maintain a happy, healthy, and safe learning environment in which children are encouraged to have respect for themselves and each other. To assist us in this, we have a robust code of behaviour, primarily focused on promoting positive behaviour.

Scoil Bhríde Nurney is proud to have a very respectful and considerate school community. It is important that provision be made to discourage behaviours that are now, in light of the Covid-19 pandemic, considered inappropriate or dangerous.

**Update:**

All members of the school community are expected to:

* Follow instructions on hygiene, such as hand washing and sanitising
* Use elbow or a tissue to cover mouth & nose when sneezing or coughing
* Dispose of tissues properly
* Avoid touching mouth, nose and eyes with hands
* Wear a face mask (in line with any public health requirements at that time)
* Inform the Principal if experiencing symptoms of coronavirus

Additional Pupils’ Responsibilities:

* Follow altered procedure for arrival and departure
* Follow instructions around bubbles, pods both in class and during breaks
* Stay in seat as much as possible (raising hand to seek attention)
* Only share equipment by direction of staff
* Keep their work area neat and tidy
* Not share drinking bottles, food, etc
* Use toilets one-at-a-time, ensuring hands are washed properly (20seconds, with soap) and dried before returning to their place

Additional Parents/Guardians’ Responsibilities:

* Follow altered procedure for arrival and departure
* Support the school by reinforcing guidance around hand hygiene, personal distancing, and respiratory etiquette
* Stay outside of the school building except where they have made an appointment by phone or email to meet staff
* Keep pupils who are unwell at home, informing the school by email/phone of the type of illness being experienced, until a full recovery is made

Additional Staff Responsibilities:

* Encourage and practice personal distancing
* Keep work area clean & tidy
* Ensure pupils practice hand hygiene at appropriate times (before eating/when entering classroom/after toileting/after using shared equipment/etc)

The following behaviours will be considered as misdemeanours under the code (whether minor, serious, or gross will be determined contextually), due to their potential impact on the physical and psychological well-being of members of the school community:

* Deliberately ignoring guidance or requirements regarding:
	+ personal space and distancing
	+ hand hygiene
	+ respiratory etiquette (e.g. failing to cover mouth/nose when coughing/sneezing, not properly disposing of used tissues, etc)
	+ zones at playtime for pods/bubbles
	+ mask wearing
* Coughing or spitting at or towards any other person
* Any deliberate action, which may endanger the safety and wellbeing of others through physical proximity or respiratory behaviour
* Any accidental action, persisted in after correction, which may endanger the safety and wellbeing of others through physical proximity or respiratory behaviour

**Ratification of Code of Behaviour Policy**

This policy will be reviewed by the Board of Management once in every school year.

This policy was adopted by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson of Board of Management Principal

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

Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_