



Naíscoil Íde Code of Behaviour

Introductory Statement:

Naíscoil Íde is a co-ed Infant School committed to the highest standard of care and education for pupils ranging in ages from 4 – 7 years. The school endeavours to provide a positive and caring environment where good personal relationships and mutual respect are the corner-stones. This will be achieved in a way that celebrates the school as a place that is dedicated to quality teaching and learning and that is supportive of the well being of all who form part of the school community. In order to achieve these aims the Board of Management, staff and parents developed an agreed Code of Behaviour which was reviewed in May 2022.

We seek the co-operation of parents and guardians to promote the following:

- Obedience;
- Courtesy and good manners;
- Respect for self and others;
- Respect for property;
- Compliance with School Rules;

This Code covers the following areas:

- Behaviour in the classroom;
- Behaviour around the school; **Appendix 1**
- Behaviour in the Yard;
- General daily routines for Assembly and Dismissal; **Appendix 2**
- Attendance, Punctuality and homework;

This Code will create a happy and safe environment where children can take responsibility for their own behaviour and reach their full potential.

This Code has been drawn up in accordance with the requirements of the Education Welfare Act and the values of the school mission statement after consultation with the Board of Management, Teachers and Parents.

Aims

The aims of the Code are to:

- provide guidance for pupils, teachers and parents on behavioural expectations;
- provide for the effective and safe operation of the school;
- develop pupils' self-esteem and to promote positive behaviour;

foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others;

- facilitate the education and development of every child;
- foster caring attitudes to one another and to the environment;
- enable teachers to teach without disruption;

Implementation

Every member of the school community has a role to play in the implementation of the Code. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage. A restorative practice approach will be used as an initial intervention (**Appendix 3 and 9**)

Restorative Practice focuses on building and repairing relationships. It creates opportunities for individuals to interact positively. Wrong-doers are encouraged to recognise the impact of their actions on others and to make amends.

Young children are given the time and chance to be heard and to develop empathy for others.

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 have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments 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.

Parents/guardians should note that legislation requires that all students should attend school on a regular basis. Under the Education (Welfare) Act (2002) absences of 20 days or more are automatically reported by schools to the National Education Welfare Board. If children are absent, a note or explanation is required which must be kept on file/ on the school's data management system.

Affirming Positive Behaviour

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

Examples of Strategies/Incentives include:

- a quiet word or gesture to show approval;
- a comment on a child's exercise book;
- visit to another class or principal for commendation;
- praise in front of class group;
- individual class merit awards, points awards or award stamps.
- delegating some special responsibility or privilege;
- written or verbal communication with parent;

Discouraging Misbehaviour

The purpose of sanctions and other strategies is to promote positive behaviour 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:

Stage 1 Reasoning with pupils. Verbal reprimand including advice on how to improve.(c/f **Appendix 3**, Restorative Questions

Stage 2 Temporary separation from peers within class and/or temporary removal to another class.

Stage 3 Loss of privileges e.g. messenger role, captain role, walking with teacher on yard for 4-7 minutes, number of minutes no more than the age of the child.–Communication with parents.

Stage 4 Referral to principal.

Stage 5 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)

Persistent misbehaviour (2-3 issues) at any stage will result in the next stage being invoked.

Pupils will not be deprived of engagement in a Curricular Area except on the grounds of Health and Safety.

Bullying

Minor infringement of rules can be dealt with in school through the use of sanctions. Bullying is considered a serious offence. Bullying or continuous aggressive behaviour must be brought to the attention of parents who should explore with the Principal and the class teacher ways of dealing with this problem.

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolating 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

Suspension/Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication of suspension or expulsion with parents will be by letter and digitally depending of the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour (see Behaviour of Concern Policy **Appendix 4**)

Where suspension is being considered procedures from the National Educational Welfare Board will be followed. (Developing a Code of Behaviour Guidelines for schools Chapters 10, 11 and 12 Pages 58 – 87. **Appendix 5**

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 1.40 p.m.

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 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 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.
- Communicate with parents when necessary and provide reports on matters of mutual concern. **Appendix 6.1/6.2**
- Implement Behaviour Management Plans when necessary .
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour **Appendix 7**
- Provide support for colleagues.
- Traffic Light System as a suggested way of implementing the Code: **Appendix 8**

Pupil's Responsibilities

- Listen to their teacher 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

- Encourage children to have a sense of respect for themselves and for property.
- 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 child's progress/behaviour.
- Ensure homework is completed Monday - Thursday

Parents and guardians have a key role to play in ensuring that students fully abide by the Code. Accordingly, it is school policy that all parents and guardians are issued with a copy of the Code. High standards of behaviour and achievement are enjoyed in Naíscoil Íde, thanks to the support and co-operation of staff, parents and Board of Management. The school benefits greatly from such a relationship. This Code was reviewed in 2019 and again in 2022. It will be carefully monitored and will be reviewed in four years or before if deemed necessary.

Chairperson

Principal

Date



APPENDIX 1

Behaviour in the Classroom

Courtesy and respect are basic to good classroom behavior. Disrespectful behaviour towards other pupils or towards a teacher e.g. defiance, cheek, insolence, will not be tolerated. Pupils must respect the right of other pupils to learn. Any behaviour that interferes with this right e.g. constant disruption of the class or persistent distracting of others is considered unacceptable behaviour. In order that pupils benefit from the work in class, full co-operation is required from pupils at all times. Rules are discussed with pupils and displayed in each classroom.

All members of staff and pupils are familiar with the following rules:

1. I will show good listening
2. I will show kindness and respect
3. I will follow my teacher's instructions
4. I will try my best

Behaviour in the classroom

Class rules should be devised with the pupils of each class and based on the following ideals:

1. I will show good listening.
2. I will show kindness and respect.
3. I will follow teacher's instructions.
4. I will try my best.

Behaviour around the School

- Pupils must walk quietly in corridor, going to and from yard, hall, etc.

Behaviour in the Yard

1. I will be kind.
2. I will be careful.
3. I will show respect for others.
4. I will listen for the bells:
On the first bell, I will freeze.
On the second bell I will walk quietly to my line.



APPENDIX 2

General Routines for Assembly and Dismissal

- School will open at 9.00 a.m., when electronically timed bells will ring in all 3 yards. Pupils are requested to be in their lines at 9.00 a.m.
 - Teachers will proceed immediately to the classroom with pupils.
 - Pupils who come late to school may enter through the official entrance using the buzzer.
 - Parents are requested to refrain from entering the school at this time. Pupils will be escorted to their classrooms by staff.
 - As the school day is short it is important that all pupils attend regularly and on time and that classes are not interrupted unnecessarily by late comers.
 - Class teacher or Principal must be informed if child is going home early. A record will be kept on the school's data management system.
 - Pupils are constantly reminded to remain with the class teacher until they are collected by parents or guardians at 1.40 p.m.
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Pupil's Name: _____

Address: _____

Factors which may affect behaviour:

Illness _____ Medication _____ Illness in family _____

I have read and agree to abide by the Code of Behaviour.

Signed: _____

Parent/Guardian

APPENDIX 3

Restorative Questions:

Restorative Questions to respond to unacceptable behaviour

1. What happened?
2. What were you thinking about at the time?
3. When you (describe behaviour), was that a good idea or a bad idea?
4. How did (harmed) feel when you (describe behaviour)?
5. Teacher tells mistake maker that:

At school, it is not okay to (describe old behaviour).

Next time, I want you to (describe new behaviour)

Check understanding by having the child repeat it back to you.

6. To make this better (harmed) would like you to...
Can you do that or would you like some help?

Restorative Questions to help those harmed by others' actions

1. What happened?
2. How did you feel when (mistake-maker) did (describe behaviour)?
3. What could (mistake maker) do to make things better?

APPENDIX 4

Behaviour of Concern Policy

APPENDIX 5

Serious Misbehaviour

Where serious misbehaviour has been confirmed the following procedures will be observed:

- Parents and students will be informed about the complaint.
- Parents and students will be given an opportunity to respond.
- A student will not be suspended for more than 3 days except in exceptional circumstances and in consultation with the Board of Management.
- The Principal will notify the parents and students in writing of the decision to suspend, confirming the dates and reasons, arrangements for returning to school and provisions for appeal.

APPENDIX 6.1

Dear Parents/Guardians,

As you are aware I really value the help and support of all parents so that together we can help children get the best out of school. When we work together the child is always the winner!!

I am writing to let you know that there has been a problem with _____ in relation to his/her behaviour. As you are aware we have agreed rules, rewards and consequences in our classroom and in our school.

I would be grateful if you would discuss this issue with _____ and help him/her to understand how important it is to keep these rules to which we have all agreed.

If you need to speak to me on this or any matter, please do call to the school. The best time to contact me is _____.

Class Teacher

Principal

APPENDIX 6.2

Dear Parent/Guardian,

As a class teacher I really value the help and support of all parents so that together we can help children get the best out of school. When we work together the child is always the winner!!

As you are aware there was a problem recently in relation to _____ behaviour. There are still some difficulties, and I would really value the opportunity to speak to you about this issue. I am very anxious to solve the problem as soon as possible as I believe _____ will be much happier at school and make better progress when his/her behaviour improves.

Please call to the school as soon as possible to that we can make progress together to solve this issue. The best time to meet me is _____.

Your support is most appreciated.

Class Teacher

Principal

APPENDIX 7

INCIDENT RECORD SHEET

NAME OF PUPIL: _____ **CLASS:** _____

TEACHER: _____ **DATE OF REPORT** _____

INCIDENT:

DATE OF INCIDENT: _____ **TIME OF INCIDENT:** _____

NAME OF STUDENTS INVOLVED:

DESCRIPTION OF INCIDENT:

LOCATION OF INCIDENT:

ADULTS PRESENT AT TIME OF INCIDENT:

NAMES OF PEOPLE INFORMED OF THE INCIDENT:

- 1. Principal;
- 2. Teachers;
- 3. Parents;
- 4. Others;

SIGNED: _____

DATE: _____

APPENDIX 8

Suggested way of using Traffic Light System

- Every child begins each day on green
- If misbehaving, a verbal warning is given – move child's name in between green and orange
- Repeated misbehaviour, child's name is moved to orange – option: separation from peers within classroom/sent to another classroom
- Repeated misbehaviour, another warning – move child's name in between orange and red
- Continued misbehaviour, name is moved to red. Possible consequences, loss of privileges – e.g. 5 minutes off activity time/playtime/yard time/ messenger roles etc.
- When children are moved to different colours it is possible to be moved back up to green, when effort is being shown by child to improve behaviour
- If a child stays in green all day they are considered for 'Star of the Day'

APPENDIX 9

Ideas to Implement Restorative Practice in School

- **Restorative Practice Questions** (Appendix 3) (leave time after incident occurred before asking questions). It is good idea to display these questions in classroom using pictures and speech bubbles. Teachers should have a laminated copy of questions on desk for quick reference. Discuss these questions during circle time. Incidents involving SEN children etc. should be dealt with by SEN teacher/ class teacher
- **Check-In Circles** – Help build and maintain relationships between students and between students and the teacher. Sharing ideas in circle will have positive affect on how the children interact with each other
- More emphasis on **group rewards** rather than individual
- **Scaling** - 1 to 5. How is your day going today? How much effort are you putting into homework? Teacher models answer and then each child is given opportunity to answer. Can set goals or targets as class.
- Having a **mood chart** in the classroom. This display would show a laminated green happy face and orange ok face and a red sad face. Each child in the class would have their own peg with their name written on it. Children each morning will place their peg on whatever mood there are feeling; happy, ok, or sad. This will help show the teacher how each child is feeling.

Some games to start and end the class circle

- Leader of the orchestra
- Fruit bowl
- Buzz
- Name something you would find...
- Chinese whispers