



## **Code of Behaviour of St.Michael's J.B.S.**

### **How the code was formulated**

This Code of Behaviour was initially formulated by the Teaching Staff on a Planning Day on March 18<sup>th</sup> 2011 and has been reviewed annually since then.

### **Relationship to the characteristic spirit of the school**

Each child will be encouraged to develop his potential in a caring environment where the talents of each child are valued. We will achieve this by ensuring a high level of respect and co-operation between staff, parents and pupils.

### **Aim**

- To protect the safety and welfare of all our staff and students

### **Expectations:**

#### **In St. Michael's J.B.S., we expect parents to:**

- Ensure children come to school each day on time.(9:05am-1.45pm Junior and Senior Infants)  
(9:05am-2.45pm 1<sup>st</sup> Class)
- Send a written explanation if a child is absent from school for any reason using Aladdin Connect

- Inform the class teacher if they wish to collect their child early from school for any reason.(Appointments etc)
- Ensure children wear full uniform and are clean, neat and tidy.
- Ensure children wear appropriate clothing for P.E.
- Label all property and clothing clearly
- Help children with their homework and sign their homework if required.
- Treat all school staff and other children with respect, courtesy and use polite language.
- Co-operate with school staff and attend meetings when requested.
- Provide a healthy lunch daily for their children. ( see Healthy Eating Policy)
- Make an appointment, through the secretary, if they wish to meet with a teacher or Principal.

**In St Michael's J.B.S. we expect staff to:**

- Be punctual.
- Be prepared for class.
- Be cognisant of the various needs and ability levels of all children in their class and adapt their teaching accordingly.
- Treat children, parents and other staff members with respect, courtesy and polite language.
- Co-operate with each other and work as part of a team.
- Be fair and consistent.
- Be aware of their duty of care to all children, at all times.

**In St Michael's J.B.S. we expect children to:**

- Treat all staff, visitors and other children with respect, courtesy and polite language.
- Be kind to each other.
- Be honest in their dealings with others.
- Treat school property and other children's property with respect.
- Listen carefully in class and do their best work
- Complete homework and present it on time.
- Maintain a high standard of behaviour while on the school premises and while engaging in any school-related activity.

**Note:**

Behaviour will be subject to the school's code of behaviour anywhere on the school premises, on any out of school activity where the child/children are representing the school (e.g. sport events, cultural events, school tours etc)

### **Promoting a positive school climate.**

- Through the SPHE curriculum we will teach the skills the children will need to live up to the school expectations, e.g. co-operating with each other, listening to each other, showing respect, taking turns, using please and thank you etc.
- All staff has a common understanding of expectations and a common approach to sanctioning. Through daily contact with the children teachers and staff will promote an atmosphere of mutual respect.
- We have adopted a whole school behavioural plan where the pupils are on teams which are made up of pupils from different class levels. They have to work together to gain points for their teams.

### **Ways in which teachers can promote good behaviour:**

- Teacher's regularly praise good behaviour in a consistent manner.
- Involve children in forming class rules.
- Reward systems in all classes e.g. stickers. (Rewards will reflect interests and needs of the child)
- Teachers model good behaviour.
- Giving children responsibility in the school.
- A written comment on pupils' work.
- A visit to another teacher or to the principal for commendation.
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.

### **Restorative Practice**

An important part of our school approach to behaviour is the concept of 'Restorative Practice'. Our Code of Behaviour Policy is focused on the positive aspects of behaviour rather than on punishments or sanctions, although these are included in the appropriate section of our Code of Behaviour Policy.

Restorative practice provides a focus on developing positive relationships between all members of the school community. It gives opportunities for the children to reflect on their behaviour and how they and others have been affected by it. It is used to help heal broken relationships and prevent this behaviour happening again. In our school the children are expected firstly to respect themselves and then to treat each other and staff members with respect. We believe in fostering a positive and inclusive school culture where every member of our community feels

valued, respected, and supported. We recognise that conflicts and incidents may arise from time to time among our students, and it is our commitment to address these situations in a fair, respectful, and restorative manner.

A number of staff are trained in the key principles of Restorative Practice and we understand the importance of modelling positive language and behaviour. When positive relationships are developed and deep connections are made, individuals are less likely to cause harm to others or choose to damage relationships. We believe that by using this restorative approach, we are giving the children the skills to independently make better, more responsible and more informed choices in the future. Children are held accountable for their own behaviour choices and they accept and understand the associated consequences.

We believe that supporting the social and emotional well-being of all children will help in this process. We will focus on helping them to grasp the concepts of feelings and how they are caused and developing empathy in the children.

The following questions can be asked to both parties involved in an incident to help resolve the problem:

**What happened?**

(Drawing out each child's story one at a time, starting with the child who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each child to have their point of view listened to)

**How did you feel at the time?**

(What each child was thinking and feeling at the time, before and since)

**What do you think needs to happen to make things right?**

(How do those children agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support students in this process but try to ensure they form their own agreement when possible.)

**What do you think you need to do to make things right?**

(The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to be accountable for their own behaviour, take responsibility for their actions and fix the situation by making things right with those who have been affected.)

This approach encourages those involved to identify ways in which a relationship can be repaired and how they can move forward. By giving the children this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it. By involving the students in the design of the agreement, we give them ownership over it and ensure

it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved. Some children with social and emotional difficulties or those with additional needs may require time to calm down and this is an important part of developing a child's self-management skills. Giving them this time to calm down can be offered to children before an incident is dealt with. We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the restorative approach always underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the child's age and level of understanding

### **Ways in which parents/guardians can promote good behaviour:**

- Try to nurture a positive attitude towards school and all those involved in it.
- Try not to pass on any negative experiences which parents themselves may have had at school.
- Model good behaviour in your relationship with teachers.
- Support the work being done in school in teaching the Code of Behaviour.
- Parents can co-operate with the school by encouraging their children to abide by the school rules and behave in an acceptable manner.

### **Purpose and content of school rules:**

Each child coming to school has a right to expect an atmosphere where he can learn, play and feel safe. The following rules set out to ensure this:

- Bullying of any kind will not be tolerated.
- Swearing and the use of bad language is not allowed.
- Children are not allowed to leave the school grounds between 9.05am and 2.45pm(1.45pm for Infants) without written permission and the personal attendance of parents/guardian.
- Walk quietly inside the school building at all times.
- Footballs must be carried while inside the school.
- In the interest of safety, children must walk to and from their car using the walking path provided.
- If at any time a pupil is found to have an item that could be considered dangerous to himself or to others, it will be taken from them.

- Pupils are not allowed to climb or walk on walls, jump up or down steps or climb on the fencing.
- Playing with sticks in the yard is forbidden, as is the throwing of stones.
- Mock fighting and rough play is not allowed.
- Chewing gum is strictly forbidden.
- Children are asked not to bring sweets, bars, fizzy drinks or crisps for lunch, in line with our Healthy Eating policy.
- Children are encouraged to bring drinks in re-usable plastic bottles. (No glass bottles allowed)
- Children are to use the outside toilets at break times and should not go to their classrooms without permission.
- Children must line up in their classes in the yard when they hear the bell ring at the end of each break.
- Mobile phones are not allowed.
- Collector cards (e.g. football cards) are not allowed.

### **Arrangements for wet days**

Children may be retained inside during inclement weather, supervised by school staff.

### **How staff, parents and students can help each other to meet the standards expected in the school:**

- Staff will teach the code as part of their SPHE lessons.
- Reminders of the school/class rules will be displayed in the school.
- School staff will model good behaviour.
- Parents will accept the code; discuss it with their children and model good behaviour at home.
- Students can encourage each other to adhere to the rules, in the interest of all children.

### **Unacceptable Behaviour and Sanctions.**

#### **Some examples of Minor misbehaviour:**

- Disobedience: Not carrying out instructions from the teacher  
: Not getting on with work set by the teacher.  
: Not following class rules.
- Disrupting class: shouting out, throwing objects (e.g. paper, rubbers etc)  
: swinging on chairs, eating and drinking in class,  
: distracting others, interrupting the teacher, wandering around the classroom, fidgeting and

inattention, sulking, misbehaviour in teacher's absence.

- Damaging school or other children's property: marking tables with pencils, pens, marking other children's books/library books, tearing books.
- Pushing, leaving children out of play/drama, leaving set play area.
- Returning to classroom during break times without permission.
- Not completing homework. (without a note of explanation)

**Continuous minor misbehaviour automatically becomes a serious misbehaviour**

(This is NOT an exhaustive list)

**Some examples of Serious Misbehaviour:**

Continuous minor misbehaviour automatically becomes a serious misbehaviour

- Bullying.(See school's anti-bullying policy)
- Inappropriate play.
- Kicking, fighting, spitting and biting.
- Throwing objects (objects that could cause harm)
- Abusive language.
- Damaging school/other children's property e.g. defacing walls, desks, tables with permanent markers, deliberately breaking windows, destroying other children's work/property.
- Stealing school/staff or other children's property, books etc.
- Leaving school grounds without permission.
- Deliberate disobedience.
- Being insolent/ giving cheek.
- Telling lies.

(This is NOT an exhaustive list)

**Some examples of extreme misbehaviour (these may incur automatic suspension)**

- Threatening behaviour.
- Verbal or physical assault on a staff member/other pupil.
- Serious theft /vandalism.

(This is NOT an exhaustive list)

**Note:**

Any behaviour which has implications for child protection will be dealt with as laid out in our Child Protection Policy. Behaviour involving serious assault and/or illegal substances will be referred to An Garda Síochána.

**Sanctions:**

When choosing a sanction the teacher will be aware of the following:

Sanctions should:

- Defuse and not escalate a situation.
- Preserve the dignity of all parties.
- Be applied in a fair and consistent way.
- Be timely.
- Be proportionate to the nature and seriousness of the behaviour.
- Be appropriate to the age and developmental stage of the child and take account of the cultural background of the child.

**Appropriate Sanctions:**

For Minor misbehaviours:

- Reasoning with the child.
- Reprimand (including advice on consequence of continuing, and how to improve)
- Temporary separation from peers (within classroom)
- Temporary loss of responsibility, class jobs etc.
- Consequential additional work or Behaviour Sheet. (signed by parent)
- Communication with parents ( phone call, meeting)
- Communication with Principal.
- Temporary separation from peers to another classroom.

**\*These sanctions may not always be applied in this order.**

**For serious misbehaviours:**

As above plus:

- Temporary separation from peers to another classroom.
- Communication with parents.
- Separation from peers in the playground.
- Detention at break times.
- Referral to Principal.

(For serious incidents, parents may be contacted by phone and may be asked to collect the child.)

- Meeting with parents, class teacher and/or principal by appointment to discuss misbehaviour and draw up behaviour plan.



- Suspension.
- Expulsion

**In addition to the sanctions appropriate for serious or extreme misbehaviours contained in the Code of Behaviour, the following strategy may be applied:**

A shortened school day may be a strategy utilised to seek more settled behaviour and to offer the pupil a positive, better quality experience at school. It would always be our aim to increase the length of the time spent in school for a pupil on a shortened day. When it is clearly evident that the pupil can behave well and safely for a reduced amount of time, an increase may be considered. However it is important to remember that when better behaviour is achieved, a period of consolidating this behaviour will follow, then an increase may be implemented

**Procedures in respect of Suspension. (as per page 77 of the NEWB Guidelines)**

While the BoM has the authority to suspend, they may delegate this authority to the principal, for periods of up to three days.

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.

If suspension is still decided upon

- Principal notifies parent in writing of the decision to suspend. The letter should confirm.
  - The period of the suspension and the dates on which the suspension will begin and end.
  - The reasons for the suspension.
  - Any study programme to be followed.
  - The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
  - The provision for appeal to the Board of management or secretary general of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
  - Where the cumulative total of days reached 6, the NEWB will be notified.

**Records and reports.**

Formal written records will be kept of:

- The investigation (including notes of all interviews held)
- The decision-making process.
- The decision and rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

### **Expulsion.( As per page 82 of the NEWB Guidelines)**

#### **Procedures in respect of expulsion.**

- A detailed investigation carried out under the direction of the principal.
  - Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
  - Give parents and students the opportunity to respond before a decision is made.
- A recommendation to the BOM by the principal( see page 84 NEWB guidelines)
- Consideration by the BOM of the principal' recommendations and the holding of a hearing. (see page 84 NEWB Guidelines)
- BOM deliberations and actions following the hearing. ( page 85 NEWB Guidelines)
- If BOM is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB should be notified using a **Notice of Intention to Expel form** which is available on [www.schoolreturn.ie](http://www.schoolreturn.ie) or from our helpline (1890 36 3666). This form should be completed and sent to **School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.**
- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

#### **Appeals.**

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science ( Education Act 1998 section 29)

**Procedures for notifying the school about reasons for absence from school**

Parents are requested to send in a written note using Aladdin Connect explaining why the child was absent, on the day following the absence.

**Procedures for raising concerns or bringing a complaint about a behaviour matter:**

See Appendix for grievance procedure.

**Review of the code**

1 year

**Ratification**

This policy was ratified at a B.O.M. meeting on

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**Signature:** \_\_\_\_\_  
Chairperson Board of Management