

CNOC MUIRE SENIOR SCHOOL

CODE OF BEHAVIOUR: Supporting Behaviour *For* Learning

Introductory statement

This code was drawn up by a team of teachers in consultation with parents, teachers and the Board of Management of Cnoc Mhuire Senior School, in accordance with the guidelines for developing a Code of Behaviour from the National Educational Welfare Board (2008)

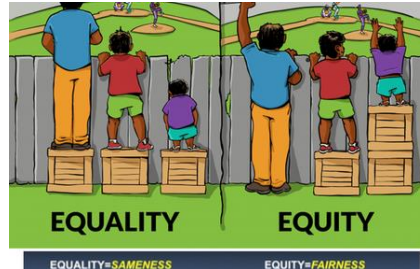
The Code of Behaviour will be implemented at the professional discretion of the Principal and teaching staff of the school in cooperation with pupils and parents. It will be reviewed on a regular basis.

Guiding Principles

Cnoc Mhuire Senior's Code of Behaviour is built around the concept and belief that a high standard of behavior requires a high level of cooperation among students, teachers and parents.

Restorative Practice is used in our school to enable students to reflect upon their behavior, with the aim of finding solutions and to restore relationships.

We believe that *"fairness is not giving each child the same; fair is giving each child what he/ she needs."*



Our Code of Behaviour is about supporting behaviour for learning i.e. that all pupils can gain from learning experiences as part of a school community. The continuum of support model informs our approach to behaviour management, recognising that some children need more support in adhering to the Code of Behaviour.

Aims

The overall aim of the Code of Behaviour in Cnoc Mhuire Senior School is to create and maintain a positive and safe learning and teaching environment in our school.

We also aim:

- To promote a happy, positive atmosphere and culture where everyone is valued.
- To ensure consistency throughout all classes.

- To ensure that standards are clear, consistent and widely known and understood.
- To provide guidance for pupils, teachers and parents/ guardians on behavioural expectations.
- To foster the development of a sense of responsibility and empowerment in pupils based on communication, respect and empathy for others.

School Mission Statement.

We are committed in Cnoc Mhuire Senior to provide a caring, safe, disciplined environment with a wide range of educational opportunities in order that each child will achieve his/her potential.

In our school we have developed a unified code of behaviour to enhance, improve and develop a positive ethos and spirit in our school.

Expectations for Pupils

- Cooperate with peers and staff members
- Self discipline and self motivation
- Independence and initiative
- Tolerance, empathy and respect for others and their property
- High self esteem
- Good listening, learning and working habits
- Good manners
- To demonstrate and maintain positive, respectful and non-aggressive behaviour.
- Show a positive attitude at all times (rudeness, impertinence, sulking, sighing/huffing, defiant staring or shoulder shrugging is not acceptable)
- Moral understanding of what is right and wrong
- Demonstrate an awareness and understanding of our anti-bullying policy and procedures.

Expectations for Staff

- Be highly organised, delivering well planned, structured and differentiated lessons, ensuring that each child is achieving at his/her own level.
- Be fair, courteous and consistent.
- Be good role models for the children.
- Promote and affirm positive behaviour.
- To have high expectations, academically and socially for children.
- Creation of a positive learning environment.
- To demonstrate and maintain positive, respectful and non aggressive behaviour.
- Develop and nurture a sense of self-esteem in each pupil.
- Develop positive and nurturing relationships with children.
- Keep opportunities for disruptive behaviour to a minimum
- 'Catch children being good' and praise the behaviour.
- Liaising with other staff in tracking pupils' behaviour, devising and implementing individual behaviour plans.

Expectations for Parents/Guardians.

- To encourage and support their children to follow this Code of Behaviour.
- To make an appointment with teacher/school to communicate any concerns at an early stage.
- To demonstrate and maintain positive, respectful and non aggressive behaviour at all times.
- To cooperate with the school as required in a respectful manner.
- To support any decisions made by the school regarding the Code of Behaviour
- To model (to your child and others) a positive attitude towards the staff and school at all times.

- Parents may be asked to work in a class with teachers to assist in devising strategies to support positive behaviour.
- To assist school in developing and implementing individual behaviour plans, when necessary.

Role of the Board of Management

- To provide a safe, comfortable environment
- Ratify the Code of Behaviour
- Support the principal and staff in implementing the code.

Promoting Positive Behaviour

In Cnoc Mhuire Senior School the children are made clearly aware of the expected behaviour in the school and a strong emphasis is placed on praising and rewarding this behaviour. Teachers may choose from the following strategies to promote good behaviour within their classes:

- Verbal praise or congratulations from the teacher
- Stars or stamps on children's work
- Sent to the Principal for praise or a small prize
- Note or certificates from the teacher sent home (in homework diary)
- Homework Pass
- Golden Points and House Points – for team effort
- Class treat or fun activity at the discretion of the teacher
- Class motivational trips (children earn places on trips)
- Whole school good behaviour trips.
- Golden Time – (sports or board games)
- Individual Star Cards/behaviour charts (children receive stickers or stamps for good work and good behaviour)
- Pupil of the Week or Month, Term and Year (prizes and announced at assembly)

- Golden Tickets
- Responsibilities such as 'Class Captain' and 'Vice Captain'

At Cnoc Mhuire Senior School good behaviour is both encouraged and rewarded at all times. The children are constantly reminded of our School Expectations and of the rewards and sanctions.

Systems, resources and programmes like the following may be used to teach and promote positive behaviour.

- The S.P.H.E programme.
- Circle time
- Restorative Practices
- School counsellor
- Care team
- Support Teacher
- School Completion Programme
- Home School Community Liaison Teacher
- Classroom Support Plan
- Individual behaviour plan
- Individual behaviour chart/book
- Buddying systems
- Teacher modeling of positive behaviour at all times
- SNA support as required
- Anti- bullying lessons
- Working with outside agencies

Restorative Practices

The aim of Restorative Practices (RP) is to develop capacity in the school to manage conflict and tensions by repairing harm and building relationships, using a 'reform, not blame' approach. We promote an environment of respect, empathy and tolerance between staff and pupils. Pupils are encouraged to solve minor disputes themselves and circles are used in the classrooms to problem solve and encourage open and honest communication to resolve problems. Teachers are encouraged to use the following questions in dealing with challenging behaviour or disputes.

Responding to challenging behaviour

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

Responding to those harmed

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

School Expectations

Classroom expectations

- Be on time and be prepared.
- Give all your work your best effort.
- Do your work quietly. Let others do theirs.
- Listen well. Do as you are told straight away.
- Be polite and kind to all.
- Respect property.
- Kind hands, kind feet, kind words.
- Respect others personal space.

Around the school expectations

- Wear full school uniform at all times. *Children not in uniform are required to wear one of the school's spare uniforms.*
- Only healthy foods are allowed in school and surrounds.
- Know when you need a note.
- Pupils are not allowed to wear make-up/fake tan, large earrings, large finger rings, nose rings or studs, false nails or false eye lashes.
- Mobile phones and/or internet devices are not allowed in school.
- Kind hands, kind feet, kind words.

Yard expectations

- Cooperate with all staff at all times.
- Stay on site.
- Make the playground a safe and happy place.
- Respect school surroundings
- Kind hands, kind feet, kind words.

Examples of unacceptable behaviour: *The following are examples of the type of misbehaviour which children may be reprimanded for:*

- Not carrying out or completing assigned work in school or at home without good reason.

- Ignoring teacher's instructions.
- Distracting other students or constant talking.
- Displaying a bad attitude to others in the school.
- Having a mobile phone or other electronic/internet device on school campus.
- Unruliness on corridor.
- Engaging in dangerous games, rough play or boisterous behaviour eg. Fighting, kicking, spitting etc.
- Inciting any type of unacceptable behaviour.
- Deliberately invading the personal space of another.
- Vandalism or theft of other pupils' or school property.
- Intentional bad language, racist comments, slugging and name calling.
- Threatening, intimidating behaviour towards other children and/or staff.
- Bullying behaviour- see anti-bullying policy.
- Leaving class/school/yard without permission.
- Regular breaking of school rules in the yard, in the classroom or around the school grounds.
- Making a false allegation about any person (e.g. child, parent, staff member etc.)
- Violence in any form is not tolerated in this school.

Procedures for Solving Problems.

Cnoc Mhuire Senior School recognizes the variety of differences that exist between children and each situation is seen as unique. We believe that being fair does not mean treating every child the same, rather it means that every child is treated in accordance to what he/ she needs.

A staged approach is used when responding to unacceptable behaviour. This approach allows for children to reflect upon their behaviour and gives the child several opportunities to change their behaviour.

Support Stage 1: REMINDER

Support Stage 2: CHOICE CARD

Support Stage 3: HOME LINK

Support Stage 4: DEPUTY PRINCIPAL INTERVENTION

Support Stage 5: PRINCIPAL INTERVENTION

The above will be communicated to children- the naming of the stages is new and an addition to the Code.

REMINDER

The child is informed that he/ she is not meeting school expectations and must therefore receive a **verbal REMINDER**. Teachers remind the child of consequences for continuing behaviour as discussed.

CHOICE CARD

The teacher places a **CHOICE card** on the child's desk. Children are reminded of consequences for continuing behaviour.

HOME LINK

Should a child reach Support Stage 3, the following steps will be taken-

- A Restorative worksheet will be given to the child to allow them to reflect upon their behaviour. This will be filled in at school with the teacher and completed (and signed) at home with the parent/guardian.
- A Home Link note will be pasted into the child's journal to be signed. This will also be recorded on Aladdin.
- The teacher will phone the parent to explain the process.

If the behaviour continues, or the pupil is not willing to engage in the RP process, or the note home remains unsigned, the pupil will move to a Support Stage 4, a formal intervention from the Deputy Principal.

Physically hurting other children on yard or in the classroom may require immediate Stage 3 Home Link or principal intervention.

DEPUTY PRINCIPAL INTERVENTION

If an intervention with the Deputy Principal is required, the child will be removed from their classroom and sent to another class. A note is pasted into the journal arranging a meeting with the parent, the teacher and the deputy principal. The child completes a specific worksheet (Coming Back to Making Good Choices) which must be signed by the parent.

A Behaviour plan may be put in place/ reviewed at this stage in partnership with parents.

PRINCIPAL INTERVENTION

The principal will be made aware of serious behaviour issues and will step in when deemed appropriate and/or when all other behaviour management steps and strategies have been exhausted. A suspension warning, in school suspension or suspension may be issued by the principal. The principal will seek advice and guidance from the Board of Management when necessary. Please see page 9 of this for further information on suspension.

SANCTIONS

In addition to the above stages, Sanctions are often necessary to register disapproval of unacceptable behaviour.

These sanctions/consequences contain a degree of flexibility with due regard to age, emotional development and individual circumstances.

The following is a list of possible sanctions or strategies which may be used in Cnoc Mhuire Senior School.

- Reasoning/speaking calmly to the pupil explaining that his/her behaviour is unacceptable and will not be tolerated.
- Verbal reprimand from the class or other teacher with advice on how to improve.
- A note/comment on the misbehaviour in homework journal to be signed by parent/guardian.
- Restorative circle and/or conference.
- Time out in a specified area within the classroom.
- Yellow card (a warning card)
- Temporary removal from class.
- Not allowed out to yard.
- Letter and phone call home to inform parents.
- Temporary withdrawal of privileges.
- Not permitted to attend a Class Motivational/Good Behaviour Trip or activity.
- Meeting with teacher and/or Principal.
- In-school suspension
- Suspension warning.
- Suspension
- Expulsion
- 'Time in' as a guest in another class. (using that class to model normal, positive learning and relations as a guest)

In the case of repeated minor misbehaviour or serious misbehaviour the Support Teacher and/or Principal will intervene. A behaviour tracker (record of behaviour) may be set up and brought to attention of pupil and parent. This will monitor and record the pupil's behaviour. Teacher may consult with the care team in how best to support the pupil and improve his/her behaviour.

Pupil Behaviour in Yard and School Grounds.

1. Pupils must follow the yard rules at all times.
2. Pupils must remain within the designated yard for their class grouping, staying away from the bushes, steps and within the boundaries.
3. Drinks or food are not permitted on the yard.
4. Pupils must seek permission to re-enter the school building during break times.

5. Rough or violent play will not be tolerated on the yard.
6. When the first whistle blows, all pupils must stop and stand still.
7. When the second whistle blows, all pupils must walk to their lines and stand in an orderly fashion.
8. Pupils must exit the school in an orderly manner.
9. Pupils must never leave the school without permission.
10. On wet days children will stay in their classrooms.

Sanctions for yard.

Minor offences: Time out in reflective circle/on bench for a period of time as determined by staff member. This is to allow the child time and space to reflect on his/her actions.

More serious offence: Time out in reflective circle/on bench and name in yard book. Off yard for the number of days deemed appropriate by the Deputy Principal.

Violent offence: Sent to teacher on indoor duty. Off yard for a number of days as determined by Deputy Principal.

A child may be suspended for any involvement (including incitement) in violent behaviour in the yard.

Deputy Principal will monitor yard books. Yard books to be returned to her every day.

Expectations and sanctions for yard behaviour will be regularly communicated to pupils by teachers and principal, in class and at assembly.

Pupil behaviour on school linked activities.

Children are expected to follow the school rules at all times. Children may not be permitted on an excursion if their behaviour is a health and safety concern or if they have not earned their place on a class motivational trip.

Bullying

Bullying is not tolerated at all in Cnoc Mhuire Senior School. Any bullying that may occur will be taken very seriously by staff and principal and will be dealt with in accordance with our Anti Bullying Policy and Procedures. There will be sanctions for repeated bullying. Parents and children are

encouraged to inform teachers, if bullying is suspected. ***Refer to Anti-Bullying Policy for further details.***

Suspension and Expulsion

- Before serious sanctions such as suspension or expulsion are considered, the normal channels of communication between school and home are used. Communication with parents may be verbal or by letter. Parents will be invited up to the school to discuss their child's case with a view to preventing a repetition of the misbehaviour.
- Prior to the suspension, the principal may review the case in consultation with the teachers and other staff members involved. Records of previous misbehaviours, their patterns and context, sanctions and interventions used and their outcome and any other relevant information will be investigated and taken into account. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.
- The principal has permission from the Board of Management to suspend a child for up to 5 days.
- If a child is suspended for 20 days or more within a school year, the National Education Welfare Board will be notified. Parents may appeal a suspension when it will bring the child to over 20 days suspended, in accordance with section 29 of the Education Act.
- If a parent appeals a suspension, the principal has the right to insist that the suspension continues pending the appeal and if successful in the appeal, the suspension will be expunged from the child's record.
- After a period of suspension, the Principal will meet with the child and child's parents and will readmit the child to the school, provided that the parent/s and pupil give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code. The principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

The following behaviour or any behaviour which threatens the health and safety of pupils and/or staff can warrant immediate and automatic suspension at the Principal's discretion. This list is not exhaustive.

- *Abusive language without remorse, or physical attacks against a member of staff or pupil.*

- *Aggressive physical assault against another pupil/staff member.*
- *Participation and/or inciting of violent and/or aggressive behaviour.*
- *Deliberate and serious damage to property belonging to school staff and/or pupils*
- *Theft, stealing of another's property*
- *Persistent disruption of class or refusal by a pupil to do what he/she is asked, which has a serious detrimental effect on the education of the other students.*
- *Possession of a potential weapon on school premises.*

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

Expulsion

Expulsion of a pupil will only be considered in the most extreme cases of unacceptable behaviour and only after all other sanctions, including repeated suspensions have been exhausted. However, **a child may be expelled for any one incident, deemed so serious by the Board of Management that expulsion is warranted.** Expulsion from the school is a function of the Board of Management. It will be done in accordance with the rules for national schools and the Education Welfare Act 2000. Before expelling a pupil, the following steps will be taken:

- A detailed investigation under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing. Parents may attend this hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.

Parents will be informed of our Code of Behaviour and of our Aims, Sanctions and Rewards through; -

- Enrolment form and enrolment meeting. Parents and children must agree to and sign up to our Code of Behaviour on enrolment.
- P/T. Meetings.

- Note to parents outlining school rules, sanctions and rewards.
- Code of Behaviour is on our website and in our school journal.

References

Health and Safety Policy

Enrolment Policy

NEWB- Guidelines for Developing a Code of Behaviour (2008)

Parental Complaints Procedure

Anti-Bullying Policy

Success criteria

Success of this Policy will be assessed by; -

- Observation by teachers and parents.
- Review of yard incident books and behaviour trackers by relevant class teachers and principal.
- Discussions at staff meetings.
- Surveying of parents.

Roles and responsibility

- The Principal will co-ordinate and monitor the implementation of this policy.
- Teachers and auxiliary staff will also monitor and enforce this policy.
- Parents will be informed of this policy and expected to support and encourage its enforcement.

Timeframe for review.

This policy will be regularly reviewed by the whole staff. It will be reviewed more formally, with in-put from parents and children, as the need arises.

Ratification and communication.

This policy will be given to all applicants on enrolment. It is also on our school website. It is a condition of enrolment that parents/guardians and child agree to abide by this Code of Behaviour, as indicated on enrolment form. Copies of full policy are readily available in the office on request.

This policy was ratified by the Board of Management in January 2009.

Review

This policy was reviewed by staff and BOM in November 2011, May 2014, June 2016 and May 2019.

As part of the May 2019 review and our ongoing school self-evaluation process, parents, staff and pupils were surveyed. There was an overwhelming positive response in regard to the Code of Behaviour and general approach to behaviour management in the school.

This policy was reviewed again in September 2020 to take the COVID 19 pandemic into account. Any child who does not follow the procedures in place to keep everyone safe, will be sanctioned. Any child who deliberately spits at, coughs at or gets in to another person's space may be immediately suspended.

Using the School Self Evaluation process, another review took place between May 2021 and May 2022 to meet the changing needs of our school. It was decided that whilst the overall principles and behaviour management remained the same, our staged approach needed to be clarified to make it easier for parents and children to understand. It was agreed that a summary of this approach would be put in the school homework journal. As part of the first week's homework, every school year, parents and children will be required to discuss this at home and sign the school expectations.

Signed: Patricia Darling
Chairperson

Date: 22/06/22