



CODE OF BEHAVIOUR

SCHOOL ETHOS

Nun's Cross School is under the patronage of the Archbishop of Dublin and Bishop of Glendalough. The ethos of our school is a major factor in establishing and maintaining strong moral values and high standards of behaviour. This points to the importance of a strong sense of community within the school and the existence of a high level of co-operation among pupils, parents, teachers, ancillary staff, Parents' Association and the Board of Management.

This code was developed in draft form in collaboration with parents and teachers, children and Board members. It was then made available to all parents and amended as necessary before being submitted to the Patron for approval.

OUR VISION FOR RELATIONSHIPS AND BEHAVIOUR.

1. To lead the children towards the development of self-discipline based on consideration, respect and tolerance for others.
2. To maintain good order, obedience and courtesy throughout the school and respect for the school environment. Good behaviour shall be the norm.
3. To operate the school efficiently and to structure in-class discipline so that there exists an efficient and stimulating learning environment.
4. To accommodate individual differences between children.
5. To nurture a happy Christian ethos in the school.

Principles of the code of behaviour.

The child has the right to an education in a relatively disruption-free, happy, healthy, safe and secure environment, in which all can develop to their full potential and form patterns of good behaviour. To achieve this a framework is provided which promotes and rewards constructive behaviour and discourages unacceptable and inappropriate behaviour. Positive techniques of motivation and encouragement are used, placing a greater emphasis on rewards than on sanctions. Due consideration in dealing with infringements are given to the fact that children differ as individuals. There are times, however, when sanctions may be necessary to maintain good order, and to discourage offenders.

Mission Statement [reflecting any foundational documents provided by the Patron]

GOOD BEHAVIOUR

Good behaviour shall be rewarded appropriately. Accentuating the positive is often more effective than drawing attention to the negative.

Part of the vision of Nun 's Cross School is to help children achieve their personal best - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of high standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for academic work.

The following are some examples of how praise is given;

- A quiet word or gesture to show approval
- A comment [or smiley face/star] in a pupil's exercise book or Homework Journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class

- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- An informal mention to parent, or written communication.
- Homework Pass

PROMOTING GOOD BEHAVIOUR

The promotion of good behaviour is the goal of the Code. The day-to-day management of the school and classroom teaching will enable most pupils to behave in ways that support their own learning and development.

Teachers will consistently use a range of strategies for promoting good behaviour at class and school level.

Students 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 employed by the school to encourage and promote good behaviour include:

- positive everyday interactions between teachers and students
- good school and class routines
- clear boundaries and rules for students
- helping students themselves to recognise and affirm good learning behaviour
- recognising and giving positive feedback about behavior to students and parents
- exploring with students how people should treat each other
- involving students in the preparation of the school and classroom rules.
- The school will also enable children to learn the skills and knowledge they need to behave well through using the programmes Walk Tall, Stay Safe and Relationships and Sexuality Education.
- Discussion of important issues at Friday Assemblies.
- The use of Circle Time and Role Play.

Roles and responsibilities of adults

AS ADULTS WE SHOULD AIM TO:

Create a positive climate with realistic expectations

Promote through example, honesty and courtesy

Provide a caring and effective learning environment

Encourage relationships based on kindness, respect and understanding of the needs of others

Ensure fair treatment for all regardless of age, gender, race, ability and disability

Show appreciation of the efforts and contribution of all

Discourage physical aggression and encourage 'Kind Hands, Kind Words, Kind Feet'.

THE ROLE OF PARENTS

In the belief that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but when they have behaved particularly well.

Principal's Responsibilities

- Promote a positive atmosphere 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.
- Record serious incidents in a Serious Incidents Book. The records note interventions tried and how the student has responded to them.

Teachers' 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.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with Principal, other teachers and parents when necessary and provide reports on matters of mutual concern.

RESPONSIBILITY FOR DISCIPLINE AND THE USE OF SANCTIONS.

The overall responsibility for discipline rests with the Principal. Each teacher has responsibility for the maintenance of order within his/her classroom while sharing a common responsibility for good order within the school premises. The degree of misdemeanour will be judged by the teacher and/or principal based on a commonsense approach with regard to the scale and frequency of the misdemeanour. Response will be early and positive, when the student does not meet the standards expected in the school.

A ladder of intervention is implemented by all staff.

As part of the whole-school approach, school staff have an agreed consistent and planned ladder of intervention in response to inappropriate behaviour. Three levels at which intervention may take place are outlined below. At each level, parental and family support will be sought.

Support for all students. Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehavior is attended to routinely and effectively by the class teacher.

Additional support for some students

Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include: • referral to another teacher who can work with the student • setting targets for behaviour and monitoring them with the student in a supportive way • Behaviour contracts are used where necessary.

Specialised support for a small minority of students

A small minority of students may show particularly challenging behaviour.

They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. In some cases local support services may need to be accessed to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, Health Service Executive, Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education or Child Guidance Services.

Consequences of unacceptable behaviour / Responding to inappropriate behaviour

- Reasoning with the pupil.**
- Reprimand** [including advice on how to improve.]
- Temporary separation** from peers, friends or others, under the supervision of a teacher.
- Loss of privileges.**
- Detention during a break.**
- Prescribing additional work.**
- Referral to Principal.**

(h) **Communication with parents.** Before resorting to serious sanctions, the normal channels of communication between school and parents will be utilised, verbally or by letter, depending on circumstances.

(i) **Suspension [temporary].** For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered, for an initial period of up to three days. Aggressive, threatening or violent behaviour towards a teacher will be regarded as serious or gross behaviour, depending on circumstances.

Where there are repeated instances of serious misbehaviour, the Chairman of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairman and the Principal. This meeting gives parents and pupils an opportunity to give their side of the story and to ask questions about the evidence of serious misbehaviour. If the pupil and parents do not give an undertaking that the pupil will behave in future, the pupil may have to be suspended for a temporary period of up to three days. The Board of Management will consider removing a suspension on receipt of an appeal, submitted to the Board in writing.

In the case of gross misbehaviour the Board may authorise the Chairman or Principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

In advising parents of the suspension of their child and the reason why the action was taken the Principal or Chairman shall advise the parents of their right to appeal to the full Board of Management. The Board shall review the situation as soon as is practicable.

Where a child has completed a period of suspension s/he should be treated, as far as possible, as having made a fresh start.

If necessary, further periods of suspension may have to be considered.

Where the aggregate number of days of suspension reaches 6 or more the National Education Welfare Board shall be informed.

(j) **Expulsion** may be considered in an extreme case, in accordance with the Education [Welfare] Act.

In the case of suspension and expulsion the Principal and Chairman shall advise the Board of Management of the action taken and the reason why and the Board shall formally ratify the decision and record it in the minutes.

[Refer to the school policies on bullying and sexual harassment.]

Behaviour that takes place outside school.

Our standards and rules will usually apply in situations where pupils although outside school are still the responsibility of the school, e.g. outings, extracurricular activities, attendance at events organised by the school.

Where a serious incident occurs outside school hours, a judgement will have to be made that there is a clear demonstrable connection with or impact on the school. Legal advice may have to be sought if necessary, as the situation may be very complex.

APPEALS

Where a child has been suspended temporarily or permanently the Education Act provides for an appeal to the Secretary General. The appeal may be made by a parent or by the Education Welfare Board.

PASTORAL CARE

Every effort will be made to encourage parents to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, e.g., the GP, National Educational Psychological Service, [NEPS] and/or Community Care Services provided by the HSE, Child Guidance Services, etc,

TIMETABLE FOR REVIEW

The Code will be reviewed at agreed intervals. [two years or more often]. The Board also reserves the right to add to or to amend this code from time to time as is deemed necessary.

RESPONSIBILITY FOR REVIEW

Those involved in the review are the teaching staff, Parents' Association, pupils, and the Board of Management.

COMMUNICATION This Code will be communicated to all new pupils and parents for their acceptance. It is a condition of enrolment at the school that pupils abide by the rules specified in this Code. The Code of Behaviour is also available in the secretary's office for the school community.

Roles and Responsibilities:

All staff members share in the implementation of this policy.

Evaluation:

This policy is monitored on an ongoing basis and amendments will be added when necessary

Review date:

June 2018

Signed: _____ Chairman of the Board of Management

Date: _____

SCHOOL RULES

These may be amended from time to time in discussion with children.

- 1. Respect and courtesy.** All pupils are expected to treat staff, fellow pupils and visitors with respect and courtesy at all times. Bullying and threatening behaviour are not permitted. Pupils must not behave in any way which endangers themselves or others. The use of foul language is unacceptable.

- 2. Punctuality.** The official opening time is 9.10 am. Formal classes begin at 9.30 am. Classes for Infants end at 1.50 p.m. Classes for all others end at 2.50 p.m., and all children should have left by 3.00pm. Parents should collect children punctually. Those leaving independently after school should do so without delay.

- 3. Absences.** When a pupil is absent a note to the teacher is required. Please inform the school of infectious illnesses.

- 4. Personal property.** Pupils must respect the property of others. Pupils should have their names on **all** their belongings.

- 5. School property and the school environment.**
Pupils must respect all school property and keep the school environment clean and litter-free.
Indoor shoes will be worn when weather conditions dictate.
Children must stay within the boundaries of the school.

- 6. Behaviour in class.** Children are expected to follow the teacher's instructions.
They must have all books and required materials.
They are expected to work to the best of their ability, and to present written exercises neatly.

- 7. Homework.** It is the policy of the school to assign homework on a regular basis.
If homework causes a child undue worry, parents are asked to contact the teacher.

Classroom rules will be drawn up by each class teacher at the beginning of each academic year in consultation with his/her pupils and the principal. They will then be displayed in each classroom.

These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They will emphasise positive behaviour (e.g. 'Walk' and not 'Don't run') and be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual differences.

Notes

- *Procedures for notifying the school about reasons for absence from school.*
- *Mission Statement [reflecting any foundational documents provided by the Patron]*
- *Procedures for raising a concern or bringing a complaint about a behavioural matter*
- *To add - Red and yellow cards*