

## *Code of Behaviour and Discipline.*

The school believes that its pupils have the right to learn in a supportive, respectful, caring and safe environment. The school acknowledges that the primary responsibility for the behaviour of pupils rests with parents and appreciates the important role, which parents play in supporting good standards of behaviour in school.

Parents can co-operate with the school by encouraging pupils to abide by school rules, by visiting the school when requested to do so by the principal or other members of the staff and ensuring that homework is allocated due time and effort by the child.

It is most important that clearly defined guidelines for behaviour be known and understood by all of our pupils and that pupils see parents and teachers working together in the implementation of these guidelines. In school pupils have to learn to live with their fellow pupils and to accept the authority of teachers who act “In Loco Parentis”.

## *Aims of our Code of Behaviour:*

Our code aims to

- Enable teachers, other members of staff, pupils and parents to work together for an effective and safe school environment.
- Provide clear guidance to children, teachers, parents and Board of Management about expected behaviour so that the school will run smoothly and effectively.
- Help children to behave well and learn well.
- Develop children's self-esteem.
- Foster self discipline and a sense of responsibility in the child.
- Foster respect and positive caring attitudes to one another and the environment.
- Ensure a safe and happy school environment for the whole school community.
- Enable teachers to teach without disruption.
- Ensure the right of every child to be educated and to learn.
- Enable school authorities to deal with challenging behaviour.

## **Class Rules      Infants to Second Class.**

- a) Be polite.
  - b) Greet visitors.
  - c) Stand back.
  - d) Hold doors open.
  - e) Move politely.
  - f) Hands up to speak.
2. Be friendly in class and yard
- a) Keep unhelpful hands, feet and words to yourself.
  - b) Include people in your games.
  - c) Hand things to teacher or other pupils – **never throw** anything.
3. Have everything you need for school.
- a) Uniform. A note is needed if you are not wearing your uniform.
  - b) Books, pencils, rubbers etc.
4. Listen well and always try your best.
5. We all want a nice school – respect it.
- a) Use the bin to help keep the classroom tidy.
  - b) Keep the yard and garden tidy.

c) Put fruit in the fruit bins.

### **Yard Rules    Infants.**

1. **Walk** from the door to the yard.
2. Fighting – even pretend fighting is not allowed.
3. Stay in the yard unless you have permission from a teacher to leave.
4. Help keep the yard nice and clean.
5. Help keep the yard safe.
6. Keep unhelpful hands and words to yourself.
7. When the bell rings **stop** playing and **walk** to your line.
8. Always **walk** when you are inside the school.

### **Classroom Rules    Third to Sixth Classes.**

#### ***Courtesy Rules:***

1. Greet the visitor to your classroom and then continue work quietly.
2. Treat fellow pupils, teachers and visitors with courtesy.

3. When asked a question, raise your hand and answer when asked to do so.
4. Respect the classroom as you would your own home.

***Safety Rules:***

1. Always **walk** in an orderly fashion – into the classroom, around it and out of it.
2. Keep bags under the tables.
3. When you leave your place, push your chair under the table.
4. Always hand items to pupils and teachers – **never throw** anything.

***Work-related Rules:***

1. Come prepared for school with books, copies, pencils etc.
2. Work to the best of your ability and present class and homework exercises neatly.
3. Note should be given when homework assignments have **not** been completed.

## **Rules for the Yard. First to Sixth Classes.**

1. **Walk** to the yard.
2. Games which do not interfere with the safety of other children may be played ..... e.g. simple chasing games, street games etc.
3. Fighting, even “pretend fighting” is not allowed.
4. Remain in the play area, unless given permission to leave.
5. Respect the gardens and help to maintain pleasant surroundings.
6. The bell is rung twice - once at the end of break and all the children **stop** playing and on a second ring children **walk** to their line.
7. Quiet games such as “pogs”, “marbles”, “conkers” and skipping may be played around the perimeter of the yard.
8. Children to walk in - two lines at a time - without crossing other lines.
9. Keep unhelpful hands, feet, comments and threats to yourself.

10. Remember the safety of others and never throw objects in the yard.

**Positive reinforcements used in our school.**

1. Positive praise in homework journal.
2. Certificates of merit.
3. Notes to parents acknowledging improvement.
4. Rewards given in classes using “points” system
5. Class outing
6. Stars, stamps, stickers, dojo points.
7. Positive praise by teacher, perhaps resulting in a visit to the Principal’s office for good work done.
8. Bonuses and Certificates for best class for behaviour at lining up time.
9. Going for - Bronze, Silver and Gold Certificates.

**Sanctions:**

1. In the Junior Yard (Infants) - for minor unacceptable behaviour, it may be a verbal correction or warning; for serious misbehaviour, the child’s name is put in the Yard Book and Mrs. Duffy will talk to the child. Normally children are

given two verbal warnings before a note is sent home requesting parents to speak to the child regarding their behaviour. Should misbehaviour continue, a further note is sent and the parents will be asked to call to the Principal. **Where the behaviour of the child is a danger to other children, it may be necessary to remove the child from the yard for a short period.**

2. ● In the Senior Yard (First to Sixth Classes) - minor misbehaviour may be punishable by verbal correction or warning.
3. ● For serious unacceptable behaviour, the child's name will be put in the yard book and sent to Mr. Murphy the Principal. A note will be placed in the child's journal and Mr. Murphy will remind the child of our rules and the need to follow these rules. The parents/guardians are asked to sign this note.
4. ● Should misbehaviour continue ***a note will be sent home*** requesting parents to speak to the child regarding the behaviour.



5. ● If the child continues to offend, the child will be removed from the yard for one/two/three days. Parents/Guardians will be informed of this through the school journal.
  6. ● For recurring incidents, a note will be sent home requesting the parents/guardians to make an appointment to meet with the principal.
  7. ● For very serious unacceptable behaviour, the child's parents will be sent for and the possibility of suspension discussed.
8. Misbehaviour in the classroom will be dealt with by the teacher and could involve any of the following sanctions –
- (a) verbal warning
  - (b) note in homework journal
  - (c) extra homework assignment
  - (d) request to meet with parents
  - (e) missing a class treat/outing

**Minor unacceptable behaviour:**

Punishable by a **verbal** warning or correction.

- Rough play in yard.
- Bad language overheard.

- Name calling or “slagging” ( *once off incident*)
- Pushing in the line.
- Deliberate interfering with other children’s games.
- Passing notes in class.
- Booing.

**Serious unacceptable behaviour:**

Punishable by child’s name being **put in the yard book** and/or homework journal.

- Repeating slagging or name calling of person or family member.
- Fighting, punching, kicking, headlocks, dead-legs, head butting and jockey backs.
- Spitting at an individual.
- Damage to school or other individual’s property.
- Passing derogatory notes in class.
- Interfering with other children’s clothes in a rude way i.e. pulling up shirts or pulling down trousers.
- Disruption or interruption of class lessons.
- Deliberately deceiving.
- Cigarettes in School.

- Pulling chairs from underneath another child thereby endangering their safety.
- Racist comments or remarks.
- Inciting others to fight.

**Very serious unacceptable behaviour:**

Punishable by sending for parents/guardians with a view to ultimate suspension.

- Persistent Bullying.
- Refusing to carry out the teacher's instructions in a defiant manner.
- Bad language or rude gestures to a teacher.
- Bringing dangerous items to school, i.e. bangers, lighters or matches, knives or other such weapons.
- Stealing.
- Smoking on school premises.
- Breaking into school.
- Leaving the school premises without permission.
- Mitching from school.
- Endangering the safety of others.

- Inappropriate physical contact.

### **Uniform:**

We expect every child to come to school in full uniform. The uniform consists of a navy skirt, pinafore or trousers; a navy jumper or cardigan with the school crest; a blue or white polo shirt or school shirt. There is a school tracksuit for P.E and outings.

### **Jewellery:**

In the interest of safety and hygiene, the only accepted piercing is in the ear and ear studs may be worn. A single chain may be worn under the child's clothing. One plain finger ring may be worn.

### **Mobile Phones:**

*We would prefer the children to leave mobile phones at home:*

- Children may receive unwanted, upsetting texts.
- On occasion mobile phones have been taken and this too is very upsetting for the victim.

- Using a mobile during class time is intrusive and distracting.

Any child who needs to ring a parent/guardian may use the school phone.

However if your child needs his/her phone before or after school *we insist that the mobile is left in the principal's office and collected at 2.30*. If the phone is taken out/used in the school without permission it will be confiscated and returned at the end of the day for a first offence. If there is a further incident, the parent/guardian will be asked to contact the school before it is returned.

### **Homework:**

**Homework is valuable for the following reasons:**

- It can help pupils to make further progress in learning.
- It can allow pupils to develop the practice of working on their own without the constant presence of the teacher or other pupils. This way of working

is vital at the later stages of secondary education and after.

- Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds.
- It can allow valuable practice of skills learned in the classroom.
- It can allow pupils to use materials and other sources of information that are not always available in the classroom.
- It can involve parents and others in the pupil's work for their mutual benefit.
- It can give opportunities for long-term research and other work.
- It forms a link with the methods of study crucial to success at Secondary School.

### **Type of Homework:**

The nature of the homework will vary among classes.

The tasks selected by the teachers are commensurate with the ability of the pupils.

- In the **Infant classrooms**, homework will consist of books from the reading and phonics schemes.

**Junior Infants:** Sometimes child will receive a sheet to complete at home to supplement work covered in class. The emphasis of this work is on oral language development at Junior Infant level. Parents are asked to read to their children and eventually to read with them.

**Senior Infants:** The children in Senior Infants will be given a small amount of written homework in Maths and English to prepare them for First Class.

### **HOMEWORK (1<sup>st</sup> - 6<sup>th</sup>)**

- Reading will always form part of the homework whether English or Irish. Even when your child appears to read fluently, do encourage him/her to visit the library, read a piece from the paper, an article etc.
- Spelling will be given each night and tables.
- Some piece of written work - English, Irish, History, Nature, Religion, Geography or Science.
- Maths - work to reinforce work covered in class.

- Project work will be given, as the children get older. This type of work requires a number of days or weeks to complete and it is very helpful for the senior pupil to develop this way of working in preparation for Secondary school.

We try to help the children organise their homework in the following ways:

1. From First class to Sixth the children are asked to have their journal in school. The children are expected to write their homework into the space provided.
2. We try to make sure that our instructions concerning homework are clear to everyone in the class, and that all pupils have an adequate amount of time to copy down what is expected.

How can parents or Guardians help with homework?

- (a) Check that homework details are filled in clearly and regularly in the homework



journal. There is space for your regular signature.

(b) Help your child organise his/her time to best advantage so that things are not all left to the last minute or even forgotten.

(c) Try to make sure that there are suitable working conditions at home.

(d) Take a positive and active interest in your child's work at home rather than just insisting that it is done.

(e) Let us know if there are problems with homework that you cannot resolve.

- If homework is **not completed**, the child will be asked for an explanation. If for some family reason the work could not be done a **note** should be put in the journal by the parent/guardian.
- Without a note, failure to do the homework will be noted in the journal.
- The child will be required to do the homework - at the weekend, perhaps for the following day or during a fun activity in class.

- If there is a persistent problem with homework assignments, the child may be sent to the principal. This may necessitate the child presenting the work each day to the principal for a week or the teacher or principal may contact the parents.

Homework is not set for weekends, holidays or during the last two weeks of June.

## **Anti-Bullying**

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch. Less aggressive pupils can be drawn in by group pressure. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. If a school is well disciplined and organised, it can minimise the occurrence of bullying. **This school has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.**

### **A Positive Approach:**

The school's approach to the problem of bullying is one which endeavours to **prevent** bullying within the school.

- We allocate time in class on a regular basis, to discuss our rules and the reasons for them. The children are encouraged to have an input.
- We use the lessons from the Stay Safe and Walk Tall programmes to focus on the problem and the methods of eliminating it. We also use the Prim-Ed Series "Bullying Identify- Coping- Prevent."

- We have occasional visits from drama groups who focus on this theme.
- The teachers work with individual children to help them to modify their behaviour and enable them to interact safely with the other children.
- A number of our pupils are acknowledged to have Special Needs. It is recognised that these pupils may need extra support to help them with general behaviour. Various goals in terms of behaviour are set on an individual basis, perhaps with the help of Special Needs Assistants as appropriate. The Special Class teacher, Resource Teachers and Language Support teacher will help the class teacher to address the needs of these pupils.
- The teacher works with victims to help them to develop coping strategies.
- We organise a Friendship Week every year where the topic of bullying will be discussed. During this week –
  - (a) The children are given an opportunity to discuss areas of concern to them.

- (b) They are helped by the other pupils and the teacher to overcome worries and fear.
- (c) The children are encouraged to see the situation from the victim's point of view. They are helped to see that the bully is often a victim him/herself.
- (d) They are taught to say "No", Walk Away and Tell! These simple instructions are reinforced during the year. (Stay Safe Programme)
- (e) They are taught that silence is the bully's greatest weapon. The victim must tell an adult - a parent, teacher or another adult.
- (f) The children are helped to understand the need to take action if they know that someone is being bullied. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappy and on their own. Tell a teacher or another adult immediately. Teachers have ways of dealing with the bully without getting the informer into trouble.

- (g) The children get involved in drawing up charters or designing posters or writing stories or poems.
- (h) The school will try to differentiate and attempt to bring the children to an understanding of the difference between bullying and the normal day-to-day banter, which occurs between people.

***The above lessons are referred to and reinforced on a regular basis throughout the year.***

***Procedure for dealing with a bullying incident:***

- (a) Every reported incident of bullying will be investigated.
- (b) When a child reports an incident of bullying, the ***class teacher*** will carry out the investigation. The class teacher will decide what the appropriate action should be – i.e. a warning/sanction. Should the teacher feel the seriousness of the incident warrants it, or in the case of repeated infractions, the child/children should be referred to the

***Principal, Deputy Principal or Assistant Principals as appropriate.***

(c) The procedure to be followed should be:

- Speak to the victim privately.
- Speak to the alleged perpetrator.
- The victim and culprit should be brought together in an attempt to ascertain the truth.
- Witnesses, if any, should be spoken to, separately.
- If after investigation, it is established that bullying has taken place a written record will be kept in the office. The names of victim, bully and witnesses will be recorded with the nature of the bullying.
- The bully will apologise to the victim and promise that such an incident will not occur again.
- If the bullying incident is of a very serious nature, the disciplinary procedures of the school will be followed.

- In such cases the parents will be required to take steps to ensure non-repetition of the bullying.
- In the very rare event of the parent of a culprit refusing to co-operate with the school in bringing about an improvement or change of attitude, the school board has the right to suspend a child.
- The school carries out a follow-up check on both bully and victim.

*The school always attempts to reach a satisfactory outcome.*

### **Suspension:**

The class teacher will investigate incidents of misbehaviour or breaking rules/procedures. The teacher will endeavour to modify the behaviour through encouraging, reminding, stickers and rewards. If the teacher feels the seriousness of the infraction warrants it, or in the case of repeated infractions, the child/children will be referred to the Principal, Deputy Principal or Assistant Principals as appropriate.



The Board of Management has the authority to suspend a student. The school will endeavour to modify the behaviour of the pupil before considering suspension. School and parents/guardians will work together to help the child understand the need to behave in an acceptable fashion. A pupil will be suspended where:

- The behaviour is seriously interfering with the education of the other pupils.
- The behaviour is a threat to the safety of others.
- There is serious damage to property.

The principal will meet with the parents/guardians to discuss the possibility of suspension. The following may be considered in certain cases, after consultation with BOM, teachers and parents/guardians:

- An in-house suspension where the pupil would be removed to a different class for a limited period.
- A shortened school day will be operated for the child. While this shortened day is in operation, the school staff will work with the child and parents/guardians to help modify the behaviour.

If the behaviour does not improve, the pupil may be suspended for a limited period. Parents/guardians will be

informed in writing as to reasons for and length of the suspension. They will be asked to use the time to help their child realize the seriousness of the situation and the need to behave.

When the pupil returns, the principal or deputy principal will talk to him/her and explain what is required of him/her. The school will put in place strategies to help the child achieve success. This may involve operating a reward chart, role play to bring about the desired change, asking for help from outside agencies such as the NEWB, school psychologist, Child Guidance Clinics and the School Inspector.

In exceptional cases an immediate suspension is necessary where the safety of the pupil, other pupils or staff is in question. The parents/guardians will be sent for and the investigation will be carried out after the suspension.

Normally a suspension will be for two/three days. A longer period of suspension will be given, with the approval of the BOM where the time is needed to achieve a particular objective. When the BOM cannot be

convened, the chairperson of the board with the principal may decide on a five-day suspension.

### **Section 29 Appeal:**

Where the total number of days for which a pupil has been suspended in the current school year exceeds 20 days, the parents/guardians may appeal the suspension under section 29 of the Education Act 1998.

### **Expulsion:**

The Board of Management has the authority to expel a pupil, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

Given the seriousness of expulsion as a sanction, the following steps will be taken:

- A detailed investigation will be carried out under the direction of the principal.
- A recommendation to the Board of Management will be made by the principal.

- The BOM will consider the recommendation and hold a hearing to which the principal and parents/guardians will be invited.
- The BOM will consider their findings and come to a decision.
- The BOM will consult with the Educational Welfare Officer for advice and help.
- Confirmation of decision will be giving to the parents/guardians and the National Education Welfare Board.

### **School Journal:**

We ask that each child from First Class to Sixth Class purchase the Clonburriss School Journal. This journal must be brought to school each day. It is the most efficient means of communication between parent and school.

- The children use it to take down their homework assignments.
- Children note special dates in it.
- Teachers use it to –
  - (a) Acknowledge good work or achievement.

- (b) Let parents know of any concerns.
- (c) Mark late arrival to school.
- (d) Inform parents if their child is arriving in school without the necessary books, copies, pens, pencils etc.
- (e) Request a meeting with a parent.
- (f) Keep a record of “Going for Gold” rewards.
- Parents use it to –
  - (a) explain lack of uniform
  - (b) explain non-completion of homework
  - (c) explain absences
  - (d) request a meeting with a teacher
  - (e) express a concern
  - (f) seek information.

We ask the parent/guardian to sign the journal at the end of each week. We also ask the parent/guardian to sign if a behavioural issue has occurred during the day.

**The journal contains reminders, general information and space to write explanation notes for absences.**

To maintain good standards of behaviour, the school must rely on the support and co-operation of the parents/guardians. Parents are invited to keep in close

contact with the school with regard to all aspects of the child's progress.

***Appointments:*** You are welcome to meet the class teacher. However, please make an appointment by writing in the school journal or making an appointment by phone. A teacher cannot come to the phone during class times. If there is a serious matter requiring urgent attention, please call into the office as classes cannot be disturbed.

**Safety:**

During the school day, a pupil may not leave unaccompanied. He/She must be signed out, by an adult, at reception.

After 9:05, all visitors to the school must enter and exit through the main door, near reception.

***N.B. For security reasons please call to the office at all times when entering the school.***

**Please take the time to read this booklet and if  
you have any queries call to see me.**

*Thank you.*

*John Murphy*

*Principal*

# **Our Lady Queen of Apostles N.S.**

**Clonburris, Clondalkin.**

## **CODE OF BEHAVIOUR AND DISCIPLINE**

Adopted by the Board of Management for Parents,  
Teachers and Pupils, September 2003.

Reviewed: March 2009.

Reviewed: February 2012.

Reviewed: February 2015.

Reviewed: February 2017.

Reviewed: April 2018



Child's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

I agree that my son/daughter will abide by the school regulations as laid down in the School Code of Discipline.

Parents' Signatures: \_\_\_\_\_ Mother.

\_\_\_\_\_ Father.

Child's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

I agree that my son/daughter will abide by the school regulations as laid down in the School Code of Discipline.

Parents' Signatures: \_\_\_\_\_ Mother.

\_\_\_\_\_ Father.

Child's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

I agree that my son/daughter will abide by the school regulations as laid down in the School Code of Discipline.

Parents' Signatures: \_\_\_\_\_ Mother.

\_\_\_\_\_ Father.

Dear Parents/Guardians,

The National Educational Welfare Board, with input from an Expert Group, have published guidelines for a Code of Behaviour. The Board of Management asked for a review of our present Code taking into account these guidelines.

Our senior management team studied the guidelines and made recommendations to be considered by staff members. Following these considerations, a number of changes have been made. I invite input now from you, the Parent Body.

Please read the draft of the new Code of Discipline and Behaviour. If you have any suggestions/comments, we would be delighted to receive them. Please return the form by Friday, 27<sup>th</sup> March. A team, made up of representatives from teachers, parents and Board of Management, will discuss your comments/ suggestions.

Yours Sincerely,

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Kay Madden.

Please return this form to the class teacher **before Friday, 27<sup>th</sup> March.**

I am happy with the new Code of Discipline and Behaviour. ○



Reviewed by Board of Management of Clonburriss National School.

Signed: \_\_\_\_\_  
Chairperson of Board of Management

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