



Duleek GNS Code of Behaviour

Introduction Aims of Primary Education:

The aims of Primary Education may be stated briefly as follows:

To enable children to live full lives as children

To equip them to avail of further education

To prepare them to live full and useful lives as adults in society

Vision & Mission Statement for Duleek GNS:

Our school strives to provide a caring, happy and secure educational environment. With a view to providing the highest possible teaching standards we actively promote staff development on an individual & collective basis. This is a Catholic primary school which fosters gospel values and holds our Catholic ethos as a cornerstone of school life.

We endeavour to enhance the self-esteem of everyone in the school community, offering equal opportunities for all pupils to develop to their full potential in a well ordered and disciplined atmosphere where parental involvement is encouraged and the wider community is served.

As a staff committed to the realisation of these goals, our aim is to create a happy, secure working environment for our pupils, in which there is a sense of good order and a reasonable approach to discipline. This is done by having guidelines to direct behaviour for the good of all. These guidelines constitute the school's Code of Behaviour.

Aims of this Policy:

The aims of a code of conduct are:

To help create a positive learning environment in which every pupil can benefit from school.

To help pupils to become more self-disciplined and to encourage good standards of behaviour.

To help organise a large group so that the school can operate smoothly for the benefit of all.

To care in a practical way for pupils, staff, the school and its environment.

Promoting a Happy School Encouraging high standards of behaviour among pupils, and creating and maintaining an orderly atmosphere for learning in the school, involves a whole school approach. Teachers explain the code of conduct on a regular basis, teaching children the importance of respect for self and others. This results in sound relationships between teachers and pupils, leading to effective teaching and learning. The importance of developing strong friendships and relationships is emphasised across the curriculum within Duleek GNS on a daily basis.



Responsibility of Adults:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Roles & Responsibilities of Staff

The Teaching Council have set out a code of professional behaviour and practice for teachers. In conjunction with this code, all staff are expected to

- Be courteous towards each other, pupils and parents
- Be prepared for lessons, professional and on time
- Communicate in a positive and appropriate manner
- Create a positive climate with realistic expectations
- 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

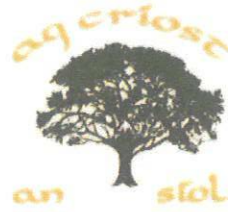
Roles & Responsibilities of Parents

Parents are expected to

- Equip pupils with appropriate school materials, sufficient healthy lunch and full uniform.
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/ Principal through the school office
- Respect school property and encourage their children to do the same
- Label pupils coats and other property.
- Supervise their young children on school premises when collecting other pupils or visiting the school
- Refrain from bringing family pets/dogs into the school yard (even if on a lead)
- Refrain from approaching or reprimanding children of other families, on the school premises.

Content of the Code of Conduct

The Code of Conduct covers the following areas:



- Behaviour in class Behaviour in the playground
- Behaviour in the school environment
- Behaviour on school trips/outings
- Attendance at school
- Homework

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour (e.g. 'Walk' and not 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

School Rules & Expectations

1: Rules regarding Behaviour in Class

Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.

Pupils are expected to have respect for their teachers and follow instructions given by them.

Pupils are expected to go to and from their classroom in an orderly manner. Running is not allowed at any time in classrooms or corridor.

Pupils are expected to show courtesy and respect towards other pupils.

2: Rules regarding Behaviour in the Playground

Pupils are expected to have respect for the person and property of others.

Pupils are expected to avoid rough play and bullying (both verbal and physical).

Pupils are expected to obey signals at the end of break.

Pupils are only permitted to re-enter the school premises during break with the teacher's permission.

Bad language will not be tolerated in the playground.

Pupils must remain in their own designated areas.

3: Rules regarding Behaviour in the School Environment

Pupils are expected to move about the school in an orderly manner (no running in corridors/classroom).



Pupils shall not remain on the school premises after school has finished.

Pupils are expected to show respect for school property.

Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.

4: Rules regarding Behaviour on School Tours and Outings

School tours and outings present particular challenges for the school. As well as the normal standard of behaviour expected from all our pupils, the following should be noted:

Pupils must wear their uniform on all school tours and outings.

Pupils must obey the instructions of teachers, drivers, tour guides, or anyone person designated to be in charge of them during the course of the outing.

Pupils are not permitted to absent themselves from the travelling group, except with the express permission of the teacher in charge.

5: Rules regarding Attendance at School

Pupils are required to be regular in their attendance at school. After a pupil has been absent, a note from the parent / guardian must always be brought to the teacher on the pupils return to school. (This can be sent via Aladdin Connect App)

Parents are required to explain absences to the school as the School is required by law to report such absences to the National Educational Welfare Board.

Pupils are expected to be on time for school each day and, in the event of a late arrival, bring a note to the teacher.

Pupils are not permitted to leave the school premises for any reason, unless collected by parents or guardians. The collecting adult signs the child out at the office.

6: Rules regarding Homework

Homework consolidates work already done in school. It is given on a regular basis and pupils are expected to complete it neatly. Parents / guardians are requested to ensure that homework, written and oral is completed. They are requested to check and sign the journal nightly. If for some reason homework cannot be completed then a signed note stating this should be sent to the class teacher.

7. Rules regarding Misc. items

Pupils are expected to comply with the school uniform policy. Tracksuits and runners are essential for physical education.

8. General School Rules

- **Punctuality:** School hours are 9.20am- 3.00pm. Infants 9.20am – 2.00pm. All children must be in classrooms at 9.20am.



- **Break Times:** All children must go to the playground unless told to stay in because of bad weather.
- Each child should help by keeping school clean and tidy and grounds litter free.
- No child may leave the school between 9.20am and 3.00pm unless collected by a parent. When collecting a child early parents must call to the office to sign child out and secretary will then collect child from classroom. Children arriving late for school (because of medical/dental appointments) must also call to the office to be signed into the attendance book. A note to explain absence is required also.
- **School uniform** to be worn at all times.
Uniform – Navy Skirt/Pinafore, Tie, Stockings/Tights

Blue Shirt

Navy Trousers/Shorts/tracksuit may also be worn

- **Jewellery:** Discreet jewellery only allowed. One ring and one pair of ear studs only.
- **Homework:** Oral and written homework should be written carefully into homework note book. Homework should be done every night. A keen interest should be taken by all parents in their children's homework.
- **Bullying:** Refer to Anti-Bullying Policy.
- **Lunches:** In line with the schools Healthy Eating Policy crisps, sweets, chocolate and fizzy drinks are not allowed. Children however are encouraged to bring fruit and sandwiches for lunch. School milk is recommended.
- **Mobile Phones:** **No mobile phones allowed.** All contact to be made directly with the school. Children may contact home when required, in an emergency situation through the school office. Mobile phone usage by children is not allowed during school hours on school grounds. Children found using a mobile phone will be obliged to leave phone with the school office to be collected by a parent.

Reward Systems:

The use of praise and rewards for good behaviour is promoted within the school. We aim 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.

Whole school assembly on a monthly basis where student's social, intellectual and academic progress is celebrated.

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.

Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. The following are some samples of how praise might be given;

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book



- 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
- A mention to parent, written or verbal communication.
- Junior Classes, Senior Classes, Rang Oisín agus Cormac and SET Team appropriately implement rewards systems in their classes to suit the needs of pupils.

School Organisation:

Yard: Designated play areas for different groups / yard games on ground/equipment provided

Supervision: Our school has three yards with a total of three/four teachers and five SNA's supervising each break. Teachers emphasise to students that they should go to bathroom before they go outside. Pupils who require bathroom visits during break must ask permission.

Wet Day supervision: Pupils remain in their seats and board games ,movie, colouring activities provided. Two Senior Children in each room downstairs help organise games – Total of three/four teachers and five SNA's supervise designated classrooms. If a teacher is absent then another teacher fills in and the change is noted on the supervision rota.

Rang Oisín agus Cormac have SNA supervision in yard. The teacher and Special Class teacher will set specific social skills targets & strategies for these pupils in their IEP. The school also operates a policy of reverse integration involving 6th class pupils playing and interacting with pupils from Rang Oisín and Cormac on a timetabled basis.

Misbehaviours:

Maintaining standards of behaviour will also involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are invoked, pupils should understand that what they have done is unacceptable and it is the misbehaviour that is rejected. The following are samples of unacceptable behaviours. This is not an exhaustive list.

Minor Misbehaviours:

Homework not done and no note, interfering with others, rudeness, borrowing items without asking, inattentiveness, answering out of turn, alienating friends, not wearing uniform, throwing slippers, swinging on chairs,

Serious Misbehaviours:

Fighting, bullying, mitching, bad language, bad attitude, name calling, exclusion, rough play, disrespecting others, hitting, back talking, belittling personal comments, damaging play equipment or school property, stealing, leaving school premises without permission, climbing

Gross Misbehaviours:

Gross Misbehaviours are where a student's behaviour has a seriously detrimental effect on the safe operation of the school. Examples of Gross Misbehaviour include:



- Serious damage to school property
- Striking a member of staff
- Serious physical violence which threatens safety of other pupils

A single incident of gross misbehaviour may be grounds for suspension.

Sanctions:

The use of sanctions or consequences should be characterised by certain features;

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour. The list is by no means exhaustive.

The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this. The particular stage used will depend on the seriousness of the misbehaviour.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/writing out the story of what happened
5. Loss of privileges
6. Detention during break
7. Communication with parents
8. Referral to Principal
9. Principal communicating with parents
10. 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)

Communication with parents / guardians through letters, phone call or meetings will occur at all stages from stage four or where necessary so that parents/guardians are involved at an early stage rather than as a last resort.

Procedures in respect of Suspension:



While the BoM has the authority to suspend, they have delegated this authority to the Principal together with either the chairperson of the BOM or the Deputy Principal for periods of up to three days.

The following procedures will apply:

- 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.
 - o The period of the suspension and the dates on which the suspension will begin and end.
 - o The reasons for the suspension.
 - o Any study programme to be followed.
 - o The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
 - o 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.)
 - o 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

Procedures in respect of expulsion.

- A detailed investigation carried out under the direction of the principal.
 - o Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
 - o 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)



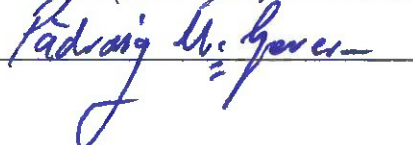
- Consideration by the BOM of the principal's recommendations and the holding of a hearing. (see page 84 NEWB Guidelines)
- BOM deliberations and actions following the hearing. (page 85 NEWB Guidelines)
- If BOM is of the opinion that the student should be expelled, the Board must notify the Educational 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 or from their 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)

Signed on behalf of the Board of Management:

Chairperson:  Date: 22/2/23

Principal:  Date: 22/2/23