

# *Scoil Phádraig Naofa*

## **Code of Behaviour**

### **Introduction**

Scoil Phádraig Naofa aims to provide a happy, secure, friendly learning environment where boys, parents, staff and management work in partnership. We wish our school to be one where each individual is valued, encouraged, respected and facilitated to reach their full potential in a supportive and positive atmosphere.

We appreciate that in a school situation issues may arise from time to time when the boys in our care may need the support and guidance in acquiring the skills of conflict resolution in order to become their 'best selves'.

It is our aim to equip our boys with skills to live a full life, to access further education when they leave our school and become full and active members of society.

This revised code of behaviour comes into effect in August 2020. The code has been considered by the Parents, Policy Review Committee, Staff and Board of Management.

This code is mindful of the Child Protection, Enrolment and Anti-Bullying policies.

### **Characteristic Spirit**

The principles of Positive Behaviour Modification and Management, Natural Justice and Restorative Practice which underpin this policy are in keeping with the characteristic spirit and ethos of our Catholic school based on the example of the life and teaching of Jesus Christ.

The Code of Behaviour was developed by the school staff in consultation with the partners in education in our school and Board of Management using the Guidelines issued by the National Educational Welfare Board as required by section 23 of the Education Welfare Act 2000. In drafting our Behaviour Code we were informed by an audit of and evaluation of current practice. The policy was devised to ensure that our Behaviour Policy is in compliance with legal requirements and good practice as set out in 'Developing a Code of Behaviour': Guidelines for Schools N.E.W.B. 2010.

### **Purpose of the Code of Behaviour.**

- To provide a happy, secure, positive and supportive environment in which the educational and holistic development of the children will take place respecting the individuality of each child.
- To promote caring and respectful relationships among children, staff and parents.
- To ensure and protect the rights of children to be educated in a disruption free environment.
- To communicate high standards of behaviour in Scoil Phádraig Naofa and to promote clarity on behaviours which are not acceptable and the measures to be taken when a pupil fails or refuses to observe these standards.
- To provide through restorative practice; opportunities for the boys to control and modify their behaviour, to make amends and to move on with confidence.

### **Whole School Approach.**

#### **Discipline for Learning**

Our code of Behaviour is based on a shared and clear understanding among children, parents, staff and Board of Management of "Good Behaviour". It is based on a shared understanding of positive behavioural principles and strategies and is underpinned by the concept of Restorative Practice. Every experience is viewed as an opportunity for reflection and learning.

We espouse a unity of purpose to ensure that each child's right to fairness, kindness, security, freedom to learn and develop as an individual is respected. We strive to ensure that children are responsible for living up to the age/individual appropriate expectations of behaviour outlined in this policy. The adults in the school community model the school's high standards of behaviour in their dealings with students, parents and with each other.

Positive rules for behaviour in class and out of class are agreed by the pupils at the beginning of their school year. We have many ways of recognising good behaviour including rewards, stamps, Principal's awards and Golden time. Good behaviour is recognised. Consistent positive influences are seen to be the key to success.

Restorative processes give the boys the opportunity to take responsibility for their behaviour and learning.

### **Staff contributes to this approach**

- through deepening their understanding of the factors that affect behaviour and that help students to change behaviour.
  - Through helping parents to understand how they can help students to behave well in school.
  - Through helping students to understand their own behaviour and how to take responsibility for their behaviour and relationships.
  - Through adopting a teamwork approach to behaviour and forging strong home school links.
  - Through ensuring that the school ethos, policies and practices are in harmony.
  - Through effective teaching and classroom management.
  - Through creating a positive school climate.
  - Through the effective importing of values, social skills, respect for diversity in the S.P.H.E. curriculum.
  - Through good communication with parents.
  - Through reflecting on their practice, sharing practice and modelling best practice.
  - Through on going C.P.D. and reflection for school staff.
- Full use is made of the N.E.P.S. Continuum of Support and of the 'Staged Approach' in dealing with children.

### **The Board of Management.**

- By having an active role in exploring the behaviours which reflect the school's ethos.

- By ensuring that all members of the school's community are involved in the work on the code of behaviour.
- By supporting the staff in implementing the code of behaviour.
- By having procedures in place to deal with serious breaks in behaviour.

#### **Parents.**

- By meaningfully contributing to the development of the code by examining and providing amendments to the draft policy.
- By ensuring that children attend school punctually and regularly.
- Through encouraging their children to do their best and take responsibility for their work and actions.
- Through supporting the school's efforts to promote and maintain high standards of behaviour.
- Through prompt communication with staff about issues which might affect their child's behaviour.
- Through co-operating with the school's rules and systems of rewards and sanctions.
- Through attending meetings.
- Through ensuring that children have the necessary materials for school.

#### **Pupils.**

- By learning to take personal responsibility for their behaviour and the wellbeing of other pupils and teachers.
- By learning the skills of listening, sharing, negotiating and managing differences.
- By taking responsibility for duties in the classroom and school.
- By being involved in school activities.
- **Compliance with the Code of Behaviour is a condition of enrolment.**

Our Code of Behaviour can be distilled into three very simple statements which can be clearly understood by all....

**Respect yourself**

**Respect others**

**Respect the environment**

### **Our Strategies to Promote Good Behaviour.**

- Providing an excellent learning environment for our children and an external environment to accommodate different play activities.
- Giving children appropriate responsibility in school and involvement in drawing up their own codes of behaviour.
- Ensuring that all are treated in a fair manner.
- Providing clear consistent standards which set high expectations for pupil behaviour.
- Ensuring good relationships between parents, teachers and students and a happy school atmosphere.
- Enjoying parental support for the school Code of Behaviour.
- Setting clear boundaries and rules for children.
- Recognising, praising and rewarding good behaviour "Catch them being good".
- Exploring through aspects of the curriculum how people should treat each other.
- Providing opportunities for children to develop their skills and self-esteem through sporting, artistic, musical and dramatic activities.
- Promoting the Catholic ethos of our school through example, actions and instruction relating behaviour to the example of the Life of Jesus
- Reminding pupils frequently of how they are expected to behave.
- Communicating pupil's achievements and good behaviour with parents.
- Recognising and celebrating children's success.
- A clear system of acknowledging and sanctioning misbehaviour.
- Employing positive and active classroom management techniques.
- Differentiating learning experiences and homework - having realistic expectations.
- Displaying Positive Behaviour Expectations in classroom and assembly/public areas of the school.
- Understanding the influences which affect the behaviour of individuals and taking cognisance of them.
- Internal factors - age personality, personal experience, skills, ability, self-esteem, beliefs.
- External factors - family, social networks, community factors, status in society.

### **Positive Strategies for Managing Behaviour.**

Students are more likely to benefit from their education and to be happy in a happy, structured environment where high standards of behaviour are expected. In all areas of life in Scoil Phádraig Naofa and in all school activities the following standards and values are expected from students.

- Respect for yourself and others.
- Kindness and willingness to help others.
- Courtesy and good manners.
- Fairness.
- The use of respectful ways to resolve conflict.
- Forgiveness.
- The explicit teaching of strategies using the FRIENDS FOR LIFE and THE FUN FRIENDS programmes. (Two teachers have been trained as facilitators in both programmes.)

### **The School expects each pupil to -**

- Attend school regularly and punctually.
- Do your best in class and in your homework.
- Respect staff.
- Respect other students.
- Respect the school and its environment.
- Allow other pupils to learn and enjoy school.
- Take part in school activities.
- Follow class rules.
- Act in a safe way.
- Be a good example to others.

### **Positive strategies for managing behaviour in the classroom.**

- Providing clear ground rules for each classroom which are consistent with the ethos as expressed in the Code of Behaviour and which set a positive atmosphere for learning.
- Encouraging pupil input into devising class rules.
- Acknowledging and rewarding good behaviour.
- Sanctioning misbehaviour.
- Using classroom management techniques which involve, motivate and sustain pupil interest.

- Timetabling effectively.
- Modelling appropriate behaviour.

### **Positive Strategies for Managing behaviour in the Playground.**

- Providing clear set of playground rules which emphasise behaviour and safe conduct.
- Make clear what activities are permitted and where.
- Allocating various areas to different classes/age groups with clear timetabling.
- Ensuring that children play in areas in which they are visible.
- Monitoring activities and changing or organising activities which will minimise conflict/misbehaviour.
- Constant supervision by teachers on a rota basis. Supervision by S.N.A. s who also have a special duty of care to their charges. The S.N.A.s refer incidents of misbehaviour to the supervising teacher.
- Organisation of structured games.
- Supervision for children in classroom during wet days with suitable activities - board games, cards, DVD's, drawing etc.
- Incidents of misbehaviour to be dealt with in accordance with the Code of Behaviour. Serious incidents to be logged in the incident book with the behaviour reported to the child's class teacher.
- In cases of conflict pupils may be withdrawn from the playground.
- Use of the 'quiet room' for children who need to be withdrawn for reflection or time out.

### **Other Areas of the School.**

Pupils are reminded frequently at assembly or in class to walk quietly in the school building and that running, jumping or shouting are not acceptable behaviour.

### **School Related Activities.**

The standard of behaviour set in the code of behaviour will also apply in any situation where the pupils are still the responsibility of the school, such as games, school tours, concerts, school masses, extracurricular activities.

Pupils are expected to show a high level of courtesy to others, attention to instruction and safe conduct. Pupils will be aware that their good behaviour reflects well on themselves and on their school. Pupils and parents will be aware

that failure to comply with normal school rules may result in a boy being removed from part or all of an activity.

### **Rewards and Sanctions.**

#### **Rewards.**

**Promoting good behaviour is the main goal of our Code of Behaviour.**

Reward systems are part of class and school strategies to achieve this end.

Rewards may also be used as part of an intervention to help an individual pupil manage their own behaviour.

It is important that the use of rewards is effective, that ....

- ❖❖ They are closely linked in time to the behaviour being awarded.
- ❖❖ They are meaningful.
- ❖❖ The pupil understands what the award is for.
- ❖❖ The award is sensitive to the individual.
- ❖❖ They are given for effort and not only for achievement.
- ❖❖ They are used consistently and designed to be inclusive so that all pupils can aspire to receiving awards.
- ❖❖ They are in proportion to the behaviour being awarded.

Class awards may be...

- Golden time
- Class DVD
- chosen activity
- Acknowledgement from Class Teacher or Principal
- End of year certificate of achievement
- Public acknowledgement in assembly etc.

(This list is not exhaustive)

Individual rewards may also include

- Homework passes
- Story
- Treats
- Privileges
- Public acknowledgement from staff.

(This list is not exhaustive)



Praiseworthy achievements and behaviour may also be communicated verbally or by writing to parents or included in school newsletters.

*Mol an Óige agus Tiocfaidh sí.*

## **Sanctions.**

### **Responding to inappropriate behaviour.**

It is important to intervene early and positively when a pupils behaviour does not meet the expected standards. The early involvement of parents is important.

Even minor breaches of the Code of Behaviour may be significant, particularly if they are persistent. Serious misbehaviour can disrupt the pupils own learning and the learning of others. It can cause distress, anxiety and even pose a threat to the safety of students and teachers.

### **Strategies.**

In the event of a pupil exhibiting inappropriate behavior, a problem solving approach will be employed following these steps.

- Gather information - context and factors affecting the behaviour - Record this information with the pupils own written/verbal account if appropriate.
- Discuss possible solutions taking into account the reasons for the behaviour.
- Decide and agree specific strategies.
- Review progress.
- Keep the relationship with the pupils as positive as possible and involve the parents.

### **Recording and Describing Behaviour.**

Teachers record incidents of pupil misbehaviour interventions tried and the pupil's response should be noted.

Ways of describing behaviour including its nature, intensity and persistence should be agreed by staff. N.E.P.S. and S.E.S.S. support materials and strategies are employed as best practice throughout the school.

## **Levels of Intervention**

1. Occasional minor misbehaviour should be attended to by the classroom teacher.
2. Repeated minor offences will be dealt with in the following manner...
  - Verbal Warning
  - Detention
  - Yellow Card
  - Red Card
3. Some pupils may require more intervention to help them manage their behaviour.
  - Differentiation of work.
  - Use of support materials
  - Referral to another teacher to work with the pupil.
  - Setting targets for behaviour and monitoring them.
  - Behaviour contract
  - N.E.P.S. Continuum of Support, Classroom Support Plus, B.E.S.D. Supports.
4. Specialised support.

A small minority of pupils may show particularly challenging behaviour. These children will need a sustained response involving school and home. Local support services such as - National Educational Psychological Service

  - HSE Community Psychology Services
    - National Behavioural Support Service
  - National Council for Special Education
  - Child Guidance Services.

should be accessed as appropriate.

## **Staged Approach.**

- A. Initial minor misbehaviour will be dealt with by the class teacher.
- B. For more persistent, respected or serious misbehaviour parents will be involved.
- C. If behaviour persists and is of a serious nature the principal will also be involved.
- D. In the event of gross misbehaviour a formal report will be sent to the Board of Management.

## **Examples of serious misbehaviour.**

- ... Behaviour that is hurtful.
- ... Behaviour that interferes with teaching and learning.

- ... Threats or physical hurt to another.
- ... Damage to property.
- ... Theft.

#### **Examples of gross misbehaviour.**

- ... Assault on a pupil or teacher.
- ... Leaving the school premises/grounds without permission.
- ... Serious theft.
- ... Serious damage to property.
- ... Substance Abuse

#### **Covid-19 Addendum:**

It is imperative that all pupils adhere to the guidelines outlined in our Covid-19 Policy Document.

All pupils must observe hygiene etiquette. Deliberate spitting or coughing into another person's face will not be tolerated. Pupils will be required to adhere to handwashing etiquette and all hygiene protocols as specified in our Covid-19 Policy Document.

Pupils will have to remain in their class bubbles and pods as directed by staff, and therefore cannot leave their designated area without permission from a teacher or staff member. Pupils must maintain social distancing as directed by a teacher or staff member.

Violation of the above directives will be treated as a form of gross misbehaviour.

#### **Use of Sanctions.**

The object of sanctions is ***to help the pupil to learn and bring about a change in behaviour and to progress.***

Sanctions should

- help the pupil to learn that their behaviour is unacceptable.
- help them to recognise the effect of their behaviour on others.
- help them see that they have choices and that actions have consequences.
- help them take responsibility for their actions.
- Allow them to make amends in an appropriate manner
- reinforce the boundaries set out in the code of behaviour.
- signal to other pupils that their wellbeing is being protected.
- prevent serious disruption to teaching and learning.
- keep pupils and staff safe.

**Sanctions should be –**

- Applied in a fair and consistent way.
- Timely.
- Proportionate and relate to the behaviour.
- Appropriate to the age and stage of development of the pupil.
- Focused on the behaviour and not the person.

**Group punishment should be avoided as it breeds resentment.**

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 seventeen being for serious or gross misbehaviour. The list is by no means exhaustive.

Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised.

*The aim of any sanction is to help the child understand the consequences of his behaviour, prevent the behaviour occurring again and if necessary to help pupils devise strategies for this;*

1. Reasoning with pupil.
2. Verbal reprimand including advice on how to improve.
3. Behaviour modification plan agreed with teacher. Targets, rewards etc...
4. Teachers will use the N.E.P.S. resource 'B.E.S.D. Supports' and support materials from the S.E.S.S.
5. Temporary separation from peers within class and/or temporary removal to another class.
6. Prescribing extra work/homework writing out the story of what happened/Self Reflection Sheet.
7. Loss of privileges.
8. Detention during break.
9. Communication with parents if deemed necessary.
10. Referral to Principal.
11. Self -Reflection/Review Sheet
12. Reflection Restorative Practice- i.e.: Questions that help to restore relationships

***What happened?***

***What were you thinking/feeling at the time?***

***Who has been affected by this?***

***What do you need now to move on?***

***What needs to happen now so that the harm can be repaired?***

13. Behaviour Plan and monitoring schedule.
14. Principal communicating with and working with parents to achieve a positive outcome.
15. Seek help and advice from N.E.P.S. and or. S.E.S.S. if appropriate.
16. Formal report to the Board of Management.
17. 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).

Sanctions should relate as closely as possible to behaviour.

*Pupils will not be deprived of engagement in Curricular Area, **except on the grounds of health & safety.***

## **Bullying and Harassment**

Bullying is considered to be unacceptable behaviour and is prohibited in this school. All incidents of bullying will be dealt with as per our **Anti -bullying Policy**. [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)

### **Involving Parents.**

Communication with parents is central to maintaining a positive approach to dealing with children's behaviour.

A high level of co-operation and communication is important in encouraging positive behaviour.

Parents should feel encouraged to speak to teachers in confidence about issues which may affect their child's behaviour.

Communication with parents should be positive and constructive and focused on a positive change in behaviour for the child.

Parents will *normally* be informed at stage (B) of our staged approach

"For persistent repeated or serious misbehaviour".

Parents will also be aware of behavioural issues through the following means of home school communication.

- Informal/formal parent - teacher meetings.
- Through the child's homework journal or notes in infants school bags.
- Informal discussions with teachers.

### **If parents have concerns about their child's behaviour they should:**

- A. Contact the school and arrange an appointment to meet the child's teacher.  
It is important to give sufficient details of the purpose of the visit to allow the class teacher to gather information and formulate possible solutions.  
Appointments will be arranged at a mutually convenient time. It will not normally be possible to meet with teachers without appointment.
- B. Arrange a meeting with the class teacher and the principal.
- C. Seek advice and help through the school or outside agencies as listed in this policy.

### **Managing Aggressive or Violent Behaviour.**

Children who display signs of being emotionally disturbed are referred for psychological assessment. Through the Special Needs Organiser appropriate support is sought from agencies available - HSE etc.

Special education teachers may assist teachers in supporting the management of challenging behaviour.

In the case of newly qualified teachers, a trained mentor in the school, the school principal and other staff will assist as outlined in the Whole School Approach.

Staff will be facilitated in accessing professional development courses e.g. SESS, Education Centres etc., to help deal with such behaviour.

*In the case of seriously violent or threatening behaviour causing a risk to pupil's safety or the safety of others the child's parents will be contacted immediately and requested to come to the school. The child may have to be restrained/removed from the situation for their own safety and the health and safety of others. In such a scenario at least two staff members would be present at all times and the incident recorded and reported to the Board of Management.*

Should a boy run from the school parents will be informed immediately. If it is not possible to inform the parents Gardaí will be contacted. The Board of Management have instructed school staff not to pursue children beyond the school grounds for fear of panicking the child or causing an accident.

### **Supervision and Expulsion.**

The option of **Internal Suspension** will be employed initially. If this isn't successful in helping to modify aberrant behavior, the school will have no option but to proceed to the next step.

The decision to exclude a student, through suspension or expulsion, is a serious step warranted only by very serious misbehaviour. As required under section 23(2) of the Education Welfare Act 2000 procedures for suspension and expulsion are included in the Schools Code of Behaviour.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered.

### **Before considering suspension the following factors should be considered -**

- The nature and seriousness of the behaviour.
- The context of the behaviour.
- The impact of the behaviour.
- Interventions tried to date.
- Is suspension proportionate?
- The possible impact of suspension.

### **The decision to suspend requires serious grounds such as:**

- The pupil's behaviour has a seriously detrimental effect on the education of others.
- The pupils continued presence in the school constitutes a threat to safety.

- The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

### **Suspensions.**

- In the case of gross misbehaviour where it is necessary to ensure that order and discipline are maintained and to secure the safety of pupils the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days pending a discussion of the matter with parents.

### **Procedure for Suspension.**

When an assessment of facts confirms serious misbehaviour to ensure fair procedure the school will observe the following steps -

Inform the pupil and parents - of the alleged misbehaviour.

- Details of the allegation.
- How the issue will be decided.

Give the pupil and parents the right to respond

- The right to respond to the allegations
- Where the sanction is serious the right to be heard by the decision making body
- Where the sanction is serious the right to ask questions of the other party or witness if there is a dispute about facts.
- The right to an absence of bias in the decision maker.
- The right to impartiality in the investigation and decision making.

Fair procedures apply to the investigation of the alleged misbehaviour and the process of decision making as to whether the pupil did engage in the misbehaviour and what sanction to impose.

All matters should be dealt with in a timely manner and in confidence.

### **Expulsion.**

Expulsion may be considered in an extreme case of unacceptable behaviour. The grounds may be similar to the grounds for suspension with the key difference that school authorities have tried a series of interventions and believe they have exhausted all possibilities of changing a pupil's behavior, having complied with section 24 of the Education (Welfare) Act 2000. The Board of Management reserves the authority to expel.



In all cases of suspension the right to appeal and the procedures to follow should be clearly outlined to the parents.

All decisions regarding suspension and expulsion will be fully documented including

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- ... The investigation.
- ... Decision making process.
- ... The decision and the rationale for the decision.
- ... The duration of suspension.

The Principal will report all suspension to the Board of Management with the reasons for and the duration of each suspension.

The Principal will report all suspensions and expulsions in accordance with the NEWB reporting guidelines.

### **Students with Special Education Needs.**

Student with special educational needs may require help to understand and observe the code. They may need intervention to teach them how to relate cause and effect of behaviour. Special behaviour plans may be put in place in consultation with parents to support these children. Other pupils will be encouraged to offer peer support and taught strategies to assist a pupil with special needs. Professional advice from psychologists may be sought through [N.E.P.S.](#) and S.E.S.S.

School Completion Programme may also have a role to play.

### **Pupil Absences.**

Section 18 of the Education Welfare Act stipulates that parents must notify the school of a student's absence and the reason for this absence. It is important to let the school know of your child's absence at the earliest opportunity.

- The class teacher is to be informed.
- It is important to give details about the reason for absence.
- The school should be informed by note to facilitate record keeping.
- The school will contact a parent if a pupil is absent for a week or more without communication.

- The Educational Welfare Officer will be informed if a pupils attendance is a cause of strong concern, when a pupil has been absent for 20 or more days during the course of a school year, if a pupil has been suspended for a period of 6 or more days.

## **Communication of Behaviour Code.**

### **New Pupils**

On registration, parents will be referred to the school website to read the behaviour code.

*A hard copy will be available on request for any parent who wishes to have one.*

**Confirmation by parents that the code is acceptable to them and that they will make all reasonable efforts to ensure that their child complies with the code will be a condition of registration.**

### **Staff**

The code will be distributed to all staff (by means of the Aladdin system), including ancillary staff, and will be published in the policy section of our school website.

### **Other Pupils**

On acceptance by the board of this code all families will be referred to the school website to read the Code of Behaviour and they will be asked to discuss this code with their sons and to sign up to the code.

The code will be available for inspection in the "School Plan".

*Compliance with the Code of Behaviour is a condition of enrolment.*

## **Recording Behaviour.**

Records on behaviour, incidents, sanctions used, changes in behaviour will be kept in the school accordance with the Data Protection Act 1998. Students will be told that a record is being made about their behaviour.

Our Code of Behaviour has links to the following school policies.

- Anti-Bullying Policy.
- Attendance Policy.
- Communication and Access Policy.
- Grievance Policy.
- Data Protection Policy.
- Enrolment Policy.

**Conclusion**

The essence of our code of behaviour is valuing people, having high expectations, encouraging and teaching the boys to accept responsibility for their own behaviour and through so doing develop the skills of self-discipline. We acknowledge that in learning to be their 'best selves' boys may need the help support and guidance of the school authorities and their parents to help them learn, modify their behaviour and progress. It is our hope that our Code of Behaviour achieves this aim and that the boys will leave our school equipped with skills of self-governance and responsibility. Skills which will equip them to take their place with confidence in secondary school and beyond.

**Review.**

This code of Behaviour will be reviewed by the Board of Management on request.

Signed: Mary Maher  
(Chairperson)

Date: 25 January 2022