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KENNEDY PARK NATIONAL SCHOOL

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***Code of Behaviour***

This Code of Behaviour is being prepared in accordance with the guidelines “Developing a Code of Behaviour: Guidelines for Schools” published by the National Educational Welfare Board (NEWB 2008). The Code of Behaviour also conforms with legislation as required by Section 23 of the Education Welfare Act (2000).

The Code of Behaviour is given to new parents before the beginning of the school year in September. The Code of Behaviour needs to be read in association with the school “Anti-bullying” and “Child Protection” policies. When parents enrol their child in Kennedy Park School they agree to support the implementation of The Code of Behaviour and other policies in the school.

**Aims**

* To create a caring, ordered environment based on respect and tolerance where each member of the school community can feel safe and secure
* To provide guidance for pupils, teachers and parents on behavioural expectations
* To provide for the effective and safe operation of the school
* To develop pupils’ self esteem and to promote positive behaviour recognising the differences between children and the need to accommodate these differences
* To facilitate the education and development of every child
* To enable teachers to teach without disruption
* To ensure the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment
* This policy is designed to promote good behaviour

**General Guidelines/Pupils’ Responsibilities**

* Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and feel safe is unacceptable
* Pupils are expected to show respect for all school property and to keep the school environment clean and litter free
* Children are required to attend school regularly and punctually, to work quietly and safely, when requested and to the best of their ability at all times
* Children are required to remain in their seats on wet days or when the teacher is absent from the room
* Pupils should have all the correct materials and books for school
* Pupils are expected to obey a teacher’s instructions, to work to the best of their ability and to present assignments neatly
* Pupils should follow exit and entry routines
* Pupils should wear full school uniform

**Teachers’ Responsibilities**

* Teachers will support and implement the school’s code of behaviour.
* Teachers need to be cognisant of their duty of care and create a safe, welcoming environment for each pupil and will help develop a sense of self-esteem in each pupil
* Teachers will keep a record of instances of serious misbehaviour or repeated misbehaviour and follow procedures in accordance with the code of behaviour
* Teachers will be vigilant when supervising in any capacity i.e. classroom, playground, school related activities
* Teachers will set a good example – children should see the staff have a good working relation.

**Parents’/Guardians’ Responsibilities**

* Parents need to ensure that their child attends school regularly and punctually wearing school uniform
* They are expected to instill in their child a sense of respect for themselves, others, for their own property and the property of others
* They are required to be familiar with the code of behaviour and should support their implementation
* They are expected to meet and support the teacher if their child’s misbehaviour is causing difficulties for others
* They are asked to communicate with the school in relation to any problems which may affect their child’s progress
* In the event of child’s absence parents are requested to send a writing note to class teacher

**Strategies for Affirming Positive Behaviour**

* A quiet word/gesture to show approval.
* A comment in a child’s copy/homework notebook
* A visit to another class or Principal for commendation
* Praise in front of the class group
* Individual class merit awards/stars/points system/stamps
* Attribute team points to children for consistent good work or behaviour
* Golden time
* Extra PE/Art
* Subject pass/homework pass
* Student of the Week Awards announced over the intercom
* Implementation of Circle Time to promote positive behaviour
* Use of Assembly/Intercom
* Being given greater responsibility in school
* Line of the week(yard)
* Environmental/Green Class of the Month
* Implementation of Circle Time to promote positive behaviour
* Class treat
* Written or verbal communication with parent

**Undesirable Behaviour in Pupils**

Undesirable behaviour includes being unkind or disrespectful to any member of the school community, preventing others from learning and speaking out of turn, interrupting others and being inattentive. It encompasses being unable or unwilling to abide by the accepted conventions of courtesy and manners.

Defacing or destroying other pupils’ belongings or school property, directing abusive language at any members of the school community, acting aggressively or with violence towards any member of the school community and refusing to co-operate with instructions and advice are clear instances of undesirable behaviour.

**Strategies to Prevent Escalation of Misbehaviour**

A range of strategies may be utilised to prevent misdemeanours from escalating into continuous misbehaviour. These may include a non-verbal signal such as a look or a frown, a change in tone of voice or stopping speaking and waiting for attention.

Overlooking and ignoring behaviour is employed when the undesirable behaviour is not causing significant disruption to the lessons and the safety of other pupils is not threatened. A method of doing this may involve praising a child who is behaving appropriately while ostensibly ignoring the child who is misbehaving. A teacher may move a misbehaving child to another seat before speaking to the child in private, reminding the child of the rule which is being broken and encouraging him/her to keep the rule.

**Strategies/Sanctions to show disapproval of unacceptable behaviour**

A sanction should be seen to match the misdemeanour. The degree of misdemeanours i.e. minor, serious, gross, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity or frequency of such misdemeanours

1. A cautionary look or disapproval
2. Reasoning with the pupil
3. Verbal reprimand including advice on how to improve
4. A reminder of school/classroom rules and a warning of consequences of behaviour is repeated
5. Temporary separation from peers within class/yard/or removal to another class for a specified period of time. Pupils will be reminded that they have chosen to misbehave. At other times it may be appropriate to assign extra work to complete in school or for homework
6. Detention during break outside the office. Children will be asked to complete a behaviour related worksheet or write an explanation for behaviour and apology if necessary.
7. Communication with parents
8. Referral to principal – only done as part of agreed set of procedures or for a serious incident.
9. Principal communicating with parents

**Strategies and Sanctions for dealing with misbehaviour**

The purpose of sanctions and other strategies is to promote positive behaviour. Teachers will endeavour at all times to make it clear that it is the behaviour which is being criticised and not the person. Teachers will avoid early escalation to severe sanctions reserving them for the most serious or persistent misbehaviour.

Whole class/whole group sanctions will be avoided. We will all remember that individual children are responsible for their own behaviour, making a choice whether to behave or misbehave. While consistency is an essential requirement we realise it is also important to take account of individual circumstances.

For some pupils it may be necessary to design a behaviour management plan in which specific, short-term behavioural targets are set, as a result of discussion with the child, parents/guardian, teacher and SNA as applicable. These plans provide for the monitoring and modification of specific behavioural problems and are most effective over a short period of time. Parents are informed as soon as it is perceived that difficulties are developing with regard to their child’s behaviour.

**Physical Intervention**

Physical Intervention is not used in Kennedy Park School, except where there is a threat to safety.

**Fixed-term and permanent exclusions**

Only the Principal (or acting Principal) has the power to exclude a pupil from school. He/she may exclude a pupil for one or more fixed periods of 1-3 days, up to 20 days in any one school year. He/she may also exclude a pupil permanently. It is also possible for the principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the principal excludes a pupil s/he informs the parents immediately, (usually by telephone first, then in writing), giving reasons for the exclusion. At the same time, s/he makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Management. If necessary, they may then appeal to the secretary General of the Dept. of Education and Science. Appeals must generally be made within 42 days from the date, the decision of the school, was notified to the parent. The school informs the parents about how to make any such appeal.

The Principal informs the Board of Management about any permanent exclusion.

The Board of Management itself cannot either exclude a pupil or extend the exclusions period made by the principal.

When an appeals panel meet to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the Board of Management appeals panel decides that a pupil must be reinstated, the Principal must comply with this ruling.

A copy of Suspension and Expulsion document is available from school office upon request.

**Behaviour in Class and School Building**

* Each classroom will have a set of classroom rules on display
* Pupils must behave in such a manner as to not disrupt class work or to cause unnecessary disturbance.
* It is school policy that every pupil listens to the class teacher, works hard; making best use of their time in school and does their best.

**Behaviour in the Playground**

* All pupils have a right to enjoy their time out in the playground in a safe environment at break periods.
* Misdemeanour consists of any action that puts the safety of self or others at risk.
* Fighting, rough play or any physical force is never allowed or tolerated.
* In the interest of safety, climbing on the school railings or trees is strictly forbidden.
* In the interest of safety when the bell rings during playtimes the children move to their class lines. Children do not enter the school building without getting permission from teachers.

**Wet Days**

* Children do activities in class based on the class teacher’s instructions or supervising teacher’s instructions.
* Children are expected to remain seated at all times on wet days.

**School-based Activities**

Pupils are expected to behave in manner which does not endanger themselves or others. On entering or leaving the school the children are expected to line up in an orderly fashion and walk at all times without pushing or shoving.

Any instructions given by staff members are to be obeyed.

Any form of bullying will not be tolerated and will be dealt with effectively.

Standards of behaviour and rules contained in this policy apply to any situation where pupils are still the responsibility of the school.

***School Rules***

*Children cannot remember long lists of rules. The rules outlined in this policy provide clear guidelines for members of our school community as to what type of behaviour is expected of pupils and adults within our school. The Rules of the programme are on display in classrooms. These rules synopsise for the children what is expected of them, in a language they understand. Children from Junior Infants – 6th classes will be reminded of these rules and they are printed and displayed in our classrooms.*

**Classroom Rules for Children**

Do your work and do it well

Raise your hand if you need to speak

There is a time to move – know when, know where, know how

Be prepared, tidy and on time

Follow instruction given by all staff at all times

Keep unhelpful hands, feet, objects and comments to your self

**Playground Rules**

Be in the right place at the right time and obey the bell

Play safe, be fair

Walk quietly and in an orderly way to and from class

Be prepared for the yard

Keep our yard litter free

**School Rules;**

School rules are devised with regard to the health, safety and welfare of all members of the school community. The School Rules listed below provide clear guidelines for all members of the school community.

* Pupils enter and leave the school building punctually and in an orderly fashion.
* In the interest of safety pupils must walk within the school building.
* Pupils are expected to treat all staff members, themselves and each other with due respect and courtesy.
* Bullying is never allowed. Any behaviour that interferes with the rights of others to learn and to be safe is unacceptable.
* Bad language is unacceptable. Inappropriate language if used towards a teacher or anywhere within the school is considered a serious breach of the code.
* Pupils must wear their full school uniform at all times.
* Healthy eating policy followed.
* Make-up is not worn during school times.
* Cycling in school grounds is forbidden.
* We encourage children to bring healthy lunches (see Healthy Lunch Policy).
* Pupils are discouraged from bringing mobile phones to school – please refer to mobile phone policy
* Pupils must respect the school building and property. It any deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement.

**Keeping Records**

All records are written in a factual and impartial manner.

**Class level**

* Class teachers will maintain a record of any instances of misbehaviour in the classroom. Parents/Guardians may be informed of misbehaviour and their co-operation is sought in helping the child to improve. Improvements in behaviour may also be reported to parents/guardians.
* Serious misbehaviour will be reported to the principal.
* The end of year report includes a reference to general behaviour and the report may be in the form of a comment or a general remark. To ensure consistency in the use of terminology, staff discussions in relation to this, take place during the last school term.

**School records**

* Teacher’s individual records are maintained by the class teacher and disposed of at the end of each year. For more serious incidents, these will be retained in a school file in the office.
* Formal records are kept at school level of communication between school and home in the case of serious incidents.

**Procedures for notification of pupil absences from school**

At the beginning of each school year, parents/guardians are informed in writing of the schools obligation to inform the NEWB if a child is absent for 20 days or more. Parents/guardians are required to inform the school in writing of a child’s absence in line with NEWB requirements. A sample note is distributed to parents/guardians that may be used that may be used when informing the school of any absences. These notes are kept for the duration of the school year.

The following strategies are used to encourage school attendance:

* Creating a stimulating and attractive school environment
* Students may be rewarded good or improved attendance
* Adapting curriculum content and methodologies to maximise relevance to pupils

The school uses the standard forms to report on pupil absences to the National Education Welfare Board and this is done through the on-line system.

**Reference to other policies**

The following school polices have a bearing on the code of behaviour and are reviewed regularly to ensure compliance with the code of behaviour

● SPHE plan ● Anti-bullying ● Enrolment

● Health & Safety ● Special Education Needs

**Success Criteria**

This policy will be deemed successful by:

* The achievement of the aims as outlined in this policy
* Observation of positive behaviour in class rooms, playground and school environment
* Practices and procedures listed in this policy being consistently implemented by teachers
* Positive feedback from teachers, parents/guardians, BOM, pupils, outside bodies e.g. inspectorate

**Roles and Responsibility**

The following people have responsibility in implementing this policy:

* The BOM has a supportive role and will allocate time at BOM meetings to discuss behaviour issues. They will contribute to reviewing the Code of Behaviour and for providing staff development as necessary.
* The whole school community is responsible for implementation of this policy.
* The principal in consultation with the staff will co-ordinate and monitor the implementation of this policy.
* The pupils play a role in providing feedback to staff and report incident of misbehaviour which may affect them or others. They also take responsibility for their own behaviour.
* Parents/guardians work in partnership with the school in supporting the implementation of this policy, by encouraging their child(ren) in behaving in a positive manner.

This policy has been ratified on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This policy has been implanted on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_