

Code of Behaviour

St. Paul's National School – Ratoath

Code of Behaviour

Introduction:

The Code of Behaviour for St. Paul's National School has been reviewed following a process of consultation between the Board of Management, teachers, parents and pupils. The code has been ratified by the Board of Management.

Mission Statement:

Within the atmosphere and ethos of a Catholic school, we in St. Paul's aim to ensure:

- That each child develops academically, personally and socially to the best of their ability.
- That each child develops an enthusiasm for life-long learning and a thirst for knowledge.
- That each child acquires an appreciation of their religion and a respect for other religions, other people and the world in which they live.

Aims of the Code of Behaviour:

- To create a positive learning environment that encourages and reinforces good behaviour, which allows the school to function in an orderly and harmonious way.
- To promote self-esteem and self-motivation.
- To create an atmosphere of respect, tolerance and consideration for others.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and well-being of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system rules, rewards, and sanctions are implemented in a fair and consistent manner.

Behaviour in class:

Pupils are expected to:

- Show courtesy and respect for others in order to ensure a safe, happy and secure working environment.

- Co-operate fully with instructions given by the teacher.
- Complete, to the best of their ability, oral and/or written work assigned to them in school and/or for homework.
- Leave and return to classrooms in an orderly fashion.
- Bring all required books, copies and materials to school and home each day.
- Keep their own area, and the classroom, neat and tidy at all times.
- Remain seated and quiet in the event of the teacher having to leave the classroom.
- Treat the property of the school and other pupils with respect.
- Wear the correct uniform each day. (See uniform policy)

Behaviour in Yard & School Environment:

- Pupils must accept the authority of all staff members.
- For reasons of safety and to minimise accidents pupils will move about the school in an orderly fashion.
- Boisterous behaviour, rough play and dangerous games are prohibited.
- Pupils must remain within the designated area of the yard for their class groupings during break times.
- Permission must be sought to re-enter school buildings from supervising teachers.
- Drinks, games, gadgets and mobile phones are not allowed in the yard.
- Pupils must keep playgrounds litter free.
- When the bell rings at the end of breaks, children must walk in an orderly fashion to their line.
- A child with any injury must be reported to the teacher on yard supervision. This teacher must ensure that this injury has been attended to. A sticker will be given to the children informing parents that their child had cause to visit the first aid room. The injury should also be recorded in the Injury Book. When necessary, parents may be asked to bring their child home or the child may be brought to a doctor or hospital.
- At break times on wet days, pupils must remain seated and not leave their seats without permission.

Promoting Positive Behaviour:

Part of the vision of St. Paul's is to help children achieve their personal best and thus prepare them for future education, life and work. Our reward system seeks to provide encouragement to all children of all abilities and talents. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Children are expected to adhere to our three Golden Rules: *Kind Hands, Kind Words, Kind Feet*.

Praise may be given by means of any one of the following:

- 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 or Deputy Principal for commendation;
- A word of praise in front of a group or class or at Assembly;
- A mention to parents, written or verbal communication;
- Individual Reward System: Children individually earn stars or points for good behaviour.
- Group Reward System: Children are rewarded for good behaviour when working together. (usually by table).
- Class Star Chart: Each class has a class star chart displayed on the door of their classroom. Members of staff and visitors may reward class stars for a variety of reasons relating to positive behaviour and work in the school environment. Once the target is reached the class is commended at Assembly and also receive an award e.g. extra play time, cookery, trip to Ocean Room, nature walk, extra computer time.
- Yard Reward System: Classes who line up in a mannerly and quiet fashion will be rewarded with a star. Classes with the most stars at the end of the week are announced on the following Monday and these classes are rewarded with extra play time and a class star for their door.
- Star of the Week & Gaeilgeoir na Seachtaine: Each teacher awards a "Star of the Week" and a "Gaeilgeoir na Seachtaine" based on class effort. These pupils are then affirmed at school assembly every Friday. Their name and photograph is displayed in the school lobby and their photograph is displayed on the school website.
- Pupils are also encouraged to be self-motivated and to recognise and reward themselves for good behaviour and work.

Procedure to Deal with Misbehaviour:

It is important the children know in advance what the sanctions are and that it is the behaviour, not the child that is being reprimanded. Sanctions are necessary to register disapproval of unacceptable behaviour and to help children learn to take responsibility for their own behaviour.

Staged Approach

St. Paul's has adopted a staged approach for when children misbehave. Depending on the misbehaviour, children will be placed on different stages. For more serious misbehaviour the child may move straight to a higher stage.

Junior Infants – Second Class:

Each classroom will have a sun, cloud, dark grey cloud, rain and storm picture in the room, with a list of children's names beside them. All children start the day on the sun.

Stages for Junior Infants and Senior Infants:

- Verbal warning
- Name on white cloud
- Name on grey cloud - 2 minute off activity play the next day
- Name on rain - 3 minutes off activity play the next day
- Name on storm - time out with principal / deputy principal

Stages for First and Second Class

- Verbal warning
- Name on white cloud
- Name on grey cloud - 3 minutes off golden time on Friday
- Name on rain - 5 minutes off golden time on Friday
- Name on storm - time out with principal / deputy principal

A record is kept at the end of the day in 1st and 2nd Class of how many minutes a child may have lost. Each morning they then move back to the sun. The total number of minutes lost over the entire week is then added up and taken off Golden Time on the Friday afternoon. If a child accumulates 9 minutes or more of lost Golden Time a note will be sent home to parents informing them of this.

Third Class – Sixth Class:

Each classroom will have a white A4 card, yellow A4 card, orange A4 card and a red A4 card at the top of the room with a list of children's names beside them.

- Verbal warning
- Name on white card – name moved to white card (no extra homework & parents not informed)
- Name on yellow card – Extra homework and parents informed.
- Name on orange card – Extra homework & 10 minutes Lunchtime Detention. Parents informed.
- Name on red card – Principal's office. Parents will be notified. Extra homework & Lunchtime detention.

Red Card:

For a serious red card misbehaviour or if a child is regularly on an orange or red card, the below stages will be applied. Some may be repeated / looped.

- A formal meeting with parents.
- Loss of privileges for the child e.g. field trip, school tour, bake sale, school show, representing the school (e.g. on committees, teams, school choir).
- Child may be suspended.

Examples of misbehaviour

The following are examples of the types of misbehaviours which children may be reprimanded for:

- Ignoring teachers' instructions.
- Distracting other students or constant talking.
- Not carrying out or completing assigned work in school or at home without good reason.
- Displaying a bad attitude to others in the school.
- Use of bad language.
- Being dishonest or lying.
- Unruliness on corridor.
- Vandalism or theft of other pupils' or school property.
- Use of a mobile phone (See mobile phone policy).
- Consistent late arrival.
- Assault or verbal abuse or another child or member of staff.
- Bullying or intimidation.
- Engaging in dangerous games, rough play or boisterous behaviour e.g. fighting, kicking, spitting, biting etc.
- Leaving the school grounds without permission.
- Persistent infringement of any school rule.

The degree of the misbehaviour and what stage level the child should go on will be judged by the teachers and /or principal / deputy principal based on a common sense approach with regard to the gravity / frequency of such misbehaviour.

Restorative Practice:

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take

responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. "Reflection Sheets" are used in this situation.

Children with Different Needs

The school respects the difference of all individuals and recognises that some children may require extra assistance in understanding and complying with the rules.

Children who find management of their behaviour more difficult may require an individual or personalised behaviour plan with associated rewards and consequences. This will be completed in collaboration with the child, parents, teacher and principal.

Role of Parents

Having a good working relationship between the school and parents is central to maintaining a consistent and positive approach to dealing with children. A lot of time and consideration has been given to implementing this Code of Behaviour and we would ask parents to fully support it. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

Communication and Ratification

This policy was ratified by the Board of Management of St. Paul's National School in June 2016.

A copy has been given to each teacher. Parents are welcome to view this plan in the office.