

BELLURGAN NATIONAL SCHOOL

Principal: Mr. Dermot McCoy.

*Bellurgan,
Co. Louth.*



*Roll No.
16249E*

Code of Behaviour Policy

Bellurgan National School has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences. Parents can co-operate with the school by encouraging their children to understand the need for school rules.

Rationale

The Code of Behaviour is a very important part of our school and promotes our ethos. This policy is necessary for many reasons:

- a) To follow in line with legislation.
- b) To have a consistent approach within the school and among all teachers.
- c) To ensure and maintain a positive environment within the school.

Aims and Objectives of the policy

- To ensure the safety of all pupils and staff members.
- To ensure effective management of the school.
- To promote a positive environment within the school community.

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- To assist parents/guardians, pupils and teachers in understanding the system and procedures that form part of the Code of Behaviour and to ensure their cooperation.
- To provide consistency and fairness in procedures for dealing with misbehaviours.
- To promote a respect for each other and the school community.
- To promote positive behaviour and self discipline, recognising differences and the need to accommodate these differences.

Procedures

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.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote, through example, honesty and courtesy.
- 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.

Positive Behaviour

A positive school climate and atmosphere is one where individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. Each community group e.g. staff, parents, Board of Management, students should revise the Code of Behaviour at the beginning of every year.

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Summary of School Rules (See Appendix 1)

- Respect for yourself and others.
- Respect for other's property.
- Respect other students and their learning.
- Kindness and willingness to help others.
- Follow instructions from staff immediately.
- Walk quietly in the school building.
- Courtesy and good manners.
- Readiness to use respectful ways of resolving difficulties and conflict.
- Ask permission to leave the classroom.
- Do your best in class.

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. 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.

Incentives

Part of the vision of **Bellurgan National School** is to help children achieve their personal best - academically, intellectually and socially. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given;

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- 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 (Reward Chart) e.g. *A No Homework Pass (Rang 5/6)*.
- Delegating some special responsibility or privilege.
- A mention to parent, written or verbal communication.

Unacceptable Behaviour

Two levels of misbehaviour are recognised: Minor and Serious. All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

Examples of serious misbehaviour:

- Behaviour that is hurtful (including bullying)
- Behaviour that interferes with teaching and learning.
- Threats or physical hurt to another person.
- Damage to property.
- Theft.

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.
- It should be the behaviour rather than the person that is the focus.

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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. 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 prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this;

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. Communication with parents.
7. Referral to Principal.
8. Principal communicating with parents.
9. 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)

However sanctions should relate as closely as possible to the behaviour. Therefore a child, who does not do his work in class or has not completed his homework, may be detained at break time to finish the work.

Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or Principal will work closely with home to ensure that optimal support is given. Professional advice from psychological assessments will be invaluable.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children.

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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.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

- Informal parent/teacher meetings and Formal parent/teacher meetings.
- Through children's homework journal.
- Letters/notes from school to home and from home to school.
- Monthly newsletter.

Success Criteria

Some practical indicators

- Positive feedback from parents/teachers/pupils.
- Observation of behaviour in school environment.
- Behaviour charts – check charts and observe patterns.

Roles and Responsibilities

The Principal, class teachers and SNAs will have responsibility to help maintain a positive environment within the school. All members of the school community will accept and abide by the Code of Behaviour.

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Ratification and Communication

This policy will be in operation in the school year 2015/2016, having been ratified by Staff and BOM. Every teacher will be provided with a copy of this policy for their files.

Date of next policy review: September 2018

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