



Code of Behaviour
of
Killashee Multi-Denominational National School

Kilcullen Rd. Naas
School Roll No. 20087D

Our School Motto

Respect ourselves and respect others.

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1 Introduction & Rationale

Killashee Multi-Denominational National School endeavours to create an education environment where every effort is made to meet each student's, social, moral, academic and emotional needs, where the individuality of all our pupils is recognised while acknowledging the right of each child to be educated in a safe, supportive and stable environment

The ethos of Killashee recognises the uniqueness and importance of every human-being. It celebrates the diversity among people. It encourages self-actualisation and the development of a positive self-image in all who are associated with our school. It fosters a spirit of co-operation and promotes self-respect and respect for all others.

2 Purpose of this Policy

In line with this vision and ethos our Code of Behaviour is designed to foster within our pupils a positive attitude towards school and their fellow pupils and to enhance the learning environment so our children can make progress in all aspects of their development; academically, physically, emotionally and socially.

Our Code of Behaviour aims to:

- Enhance the caring, inclusive, multi-denominational ethos of our school.
- Cultivate an environment conducive to learning.
- Work on raising self-esteem.
- Actively promote good manners, politeness and mutual respect for all (peers, staff members, parents and visitors).
- Ensure the safety and well-being of all members of the school community.
- Prevent inappropriate behaviour by promoting positive behaviour in the school and classroom.
- Provide pupils, teachers and parents with a clear and consistent system of reward and sanction through the use of DFL (Discipline for Learning)

3 Formulation of the Code of Behaviour

This revised code was finalised after discussions with the students (special input from 6th class 2019-2020) representatives of the Parents' Association, members of the BOM, and staff members.

The discussion was based on our previous Code of Conduct, current educational policy and legislation, and the specific needs of the school.

4 School Rules

Children work better in an environment which positively recognises behaviour which is supportive of their own and their peers learning and overall development. Children will be conscious at all times of their own safety and well-being and the safety and well-being of others. They will work to ensure that their behaviour does not cause damage to themselves or others or impede the learning of themselves or others.

Children will be encouraged to promote an atmosphere of inclusion and respect among *their peers. They will understand that bullying is totally unacceptable. (Refer to bullying policy)

Children will move through the school in a quiet and orderly fashion understanding that loud or boisterous behaviour on the corridor is not acceptable as it is a disruption to ongoing classes.

Children will not bring any article to school which could cause damage, offence or injury to people or property e.g. knives, penknives, screwdrivers, solvents including tippex, laser pens etc.

Children will do their best at all time to follow the general school rules and the specific classroom and yard rules.

A number of key general classroom and yard rules have been agreed on. Each class grouping annually will reflect on the general rules (classroom and yard) and personalize them in an age appropriate format.

General Classroom Rules

- Be in uniform, be on time, be ready for school
- Do as you are told as soon as possible
- Concentrate, work quietly, do your best at all times
- Respect all your fellow students, your teachers, snas and any visiting teachers
- Use good manners, keep unhelpful hands feet, object and comments to your self
- Keep your space and classroom tidy

School Uniform	
Official Uniform	Tracksuit
<ul style="list-style-type: none">• White Shirt/Blouse• Grey Trousers/skirt/pinafore• Grey socks/tights• Crested grey Jumper/cardigan• Smart Black Shoes	<ul style="list-style-type: none">• Crested yellow polo shirt• Crested wine, tracksuit top• School wine Tracksuit bottoms• Runners with tracksuit only
<i>Crested fleece and school jacket available as outdoor wear, if required.</i>	
Summer Uniform: (dictated by weather) Crested yellow polo shirt white or school maroon shorts. (Shorts need to be of respectable length)	

General Yard Rules

- Respect all fellow yard users, (pupils, staff, visitors passing through).
- Play fair, play safely
- Follow playtime rules
- No rough play (*This includes no head locks, jumping on each other, slide tackling, wrestling, mock fighting, pinching biting, slapping etc*)
- Play where you are allowed in your assigned area
- Always follow the school staff members' instructions
- Do not leave the school yard without permission. (This includes going into the field for a ball or entering the school to go to the toilet or collect something)
- Respect all school equipment
- At the end of play line up as required and walk in with your teacher

5 Policy Implementation

In line with our school vision, this policy will be implemented consistently and fairly within a climate of positive co-operation between the students, school staff, parents/guardians, Board of Management and Parents' Association.

Following the **Discipline for Learning** whole school approach a limited number of rules (see 4 above) have been outlined and children will personalize rules with their teachers at the beginning of each term. A consistent approach to rewards behaviour checks and sanctions has been adopted.

Rules:

Rules are displayed in the hallways and in all classrooms¹

Rewards

Good behaviour is recognised at all times. Children who follow the rules will be acknowledged verbally and receive a stamp in their stamp book. A maximum of three stamps per day are allotted.²

Teachers will decide in consultation with their students, class appropriate rewards. (These may include a sticker, a small treat, sitting on a cushion, sitting in a special place in the classroom, golden time, a certificate home etc.)

¹ Hall displays of school rules will be organised by the Student Council in the first weeks of each new school year.

² Children who are out sick will receive their stamps after written confirmation has been received. Children who are on holidays do not receive their stamps and H will be recorded on their stamp books.

Students who constantly keep the school rules are also recognised formally by the principal (visit to the office) and they will receive some small treats and /or homework pass. (Again, rewards will be age appropriate).

6 Behaviour Checks and Sanctions

Children will understand that breaking a rule results in a consequence /sanction.

Check: Students will be reprimanded and asked to name the rule they have broken. They will receive a verbal warning and understand that if that behaviour is repeated it will result in a stamp loss.

Sanction One: On repeat of inappropriate behaviour student will lose a stamp.

Sanction Two: If misbehaviour continues student will stand out at break to reflect on their behaviour.

They may also be requested to continue working in a different location in the classroom or in a different learning environment (another classroom, SET room or principal's office) if it is believed that time out will be of help to the student.

Any over-physical contact at playtime which is dangerous to the student or other students will result in an immediate implementation of sanction two. (lose a stamp and stand out for an appropriate time period)

Sanction Three: Yellow Card: This is a warning card given to a student who has committed a number of minor misdemeanours and is not working on improving their behaviour. (10 stamps lost within a rolling three-week period). This card will be accompanied by a **reflective sheet** supporting the student to identify how their behaviour can improve and supports needed for this to happen. Parents/guardians will be requested to sign the yellow card and the reflective sheet.

Examples of Minor Misdemeanours

- *Interrupting class work*
- *Talking in class*
- *Having a phone or any device in their possession*
- *Shouting out without putting hand up*
- *Running in school building*
- *Not completing homework (Consideration is given to the fact that specific one-off family circumstances may affect the completion of homework. Parents will inform the teacher in writing if this happens)*
- *Wearing the incorrect uniform (Age of the child is taken into consideration)*
- *Being over physical on the yard*
- *Playing in the wrong play area (e.g. playing on the grass after receiving warning not to)*
- *Leaving litter around the school*
- *Being unmannerly /discourteous*
- *Disrespecting other students' efforts*

This list is indicative only and is not exclusive of other types of misconduct that may require correction or disciplinary action.

Sanction Four: Second Yellow Card: If a child's behaviour does not improve after the issuing of a yellow card a second yellow card is issued. Parents are invited to discuss the child's behaviour with the teacher. A **behaviour contract** is drawn up and signed by child, parent and teacher. The principal is informed that the second yellow card has been issued. A one-to-two day, in house detention (child kept inside during playtime and assigned work by teacher) accompanies the second yellow card

Sanction Five Red Card: A red card is issued as a result of serious misbehaviour or as a result of not complying with a signed behaviour contract. (See sanction four above)

Parents are contacted by the Teacher or Principal. The serious nature of the incident is discussed. The red card is signed by the parents/guardians. Child receives in house – detention (3-5 days max on first red card, 6-10 days max on second red card.)

Examples of Serious Misbehaviour

- Behaviour which endangers oneself, other students, staff members, visiting staff or visitors to the school.
- Wilful damage to school /other pupils' property (interpretation of misbehaviour as serious or gross depends on the nature and extent of the damage)
- Bringing weapons to school or using objects as weapons
- Intentionally taking of items (interpreted in relation to the age of a child)
- Persistently back answering the teacher
- Bullying (see separate policy document)
- Ongoing use of unacceptable language

This list is indicative only and is not exclusive of other types of misconduct that may require correction or disciplinary action at this level

Note: *If it is believed at any time that a child is a danger to themselves or others while playing outside, the child will be asked to stand out or sit inside for health and safety reasons. The same principal applies during any activity outside or inside. If it is believed that the child is a danger to themselves or others time out will be facilitated.*

Sanction Six: Black Card: If after receiving two red cards with appropriate sanctions, the serious misbehaviour continues the issue is brought to the attention of the Chairperson of the Board. The child may be suspended from school for a minor fixed period (one to three days)

Sanction Seven: If after two periods of school suspension the serious misbehaviour continues then the issue is considered extreme gross misbehaviour and is brought to the attention of the entire Board of Management.

Any one-off single incident of what is considered gross misbehaviour by a pupil will also be reported by the Principal to the Chairperson. The BOM will convene to examine the issues. The BOM may consider sanctions including immediate suspension pending discussion with the parents/guardians.

Examples of Gross Misbehaviour

- Aggressive, threatening or violent behaviour towards a student, staff member, pupil, parent, visitor
- Any act of assault
- Setting fire to school property
- Wilful serious damage to property

This list is indicative only and is not exclusive of other types of misconduct that may require correction or disciplinary action at this level

7 Procedures for Suspension & Expulsion

Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. Registered post will be used.

The parents/guardians and the pupil will be invited to meet with the Board of Management to discuss the suspension.

A written statement of the terms and date of the termination of a suspension will be given to parents/guardians.

The suspension will be recorded on the NEWB 'Student Absence Report Form' (when applicable).

When a period of suspension ends, the pupil will be welcomed back to the class by the Principal.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Principal and the Board of Management.

If a pupil continues to misbehave, they will be suspended for a major fixed period (up to ten days) to allow for further consultation with both the pupil and the pupil's parents/guardian. As outlined earlier, parents/guardians and pupils will be given the opportunity to discuss the issues with the Principal/Board of Management. The Welfare Officer will be informed when a student has been suspended for six days or more cumulatively.

8 Rights & Responsibilities of all concerned with the Code of Behaviour

All stakeholders of Killashee MDNS (students, parents/guardians, staff, BOM) have a responsibility towards developing and sustaining an environment where all stakeholders work together in the creation of an effective school environment where positive behaviour is constantly recognised and challenging behaviour is addressed in a fair and consistent manner.

All stakeholders have the right to be treated with respect in the execution of their duties

Board of Management

The Board of Management of Killashee Multi Denominational National School must ensure that a Code of Behaviour is drawn up in consultation with the education partners of the school. It is imperative that the B.O.M. members are familiar with all aspects of the School's Code of Behaviour and oversee the effective implementation of the policy and related policies.

Rights: All members of the Board of Management have the right to be treated with respect as they carry out their responsibilities

Responsibilities: *The Board of Management must:*

Endeavour to provide pupils and teachers with a safe, well maintained physical environment relatively free from disruption.

- Provide an environment that suggests and encourages professional development.
- Provide the school with the necessary resources as provided by the Dept. of Education & Skills or as identified by the Board of Management.
- Be supportive to the Principal and staff members in the implementation of the Code of Behaviour.
- Provide opportunities for the pupils' parents to be part of the schooling process.
- Respect the right of parents to appeal a decision of the school and of the Board of Management.
- Ensure that an evaluation of the effectiveness of the School's Code of Behaviour is carried out on a regular basis.

Staff Members

Rights: For the School to function in a manner that enhances a learning and caring environment, all staff members are entitled to:

- Be treated with respect.
- Teach/work in a safe, well maintained physical environment.
- Teach/work in an environment relatively free from disruption.
- Be in an environment that encourages professional development.
- Be listened to and to participate in the decision making that affects their own work and that of the school in general.

- Be provided with the necessary resources as agreed by the staff in consultation with the Board of Management.

Responsibilities All staff in Killashee MDNS have a responsibility towards creating an effective, child-friendly, learning and caring, school environment

Teachers are obliged to

- Support and implement the school's Code of Behaviour in a fair and consistent manner.
- Recognise and affirm good behaviour
- Keep opportunities for disruptive behaviour to a minimum.
- Recognise and provide for individual abilities and individual differences among pupils.
- Be aware, as much as it is possible, of the pupils' social, environmental and cultural context.
- Create a safe working environment for their pupils.
- Deal appropriately with misbehaviour in accordance with our school discipline policy.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Communicate with parents when necessary in regard to pupil's behaviour
- Keep the principal informed of serious incidences of misbehaviour
- When supervising (yard/classroom) address incidents of inappropriate misbehaviour, inform the class teacher of the incident as soon as it is feasible. (e.g. after break time)
- Seek the appropriate services to cater for the psychological, emotional and physical needs of pupils.
- Provide support for colleagues

All other Staff Members While teaching staff have more specific duties and responsibilities in relation to the school's Code of, Behaviour all other staff members

- must be supportive and assist in the implementation of the Code of Behaviour

Other responsibilities of the staff members in relation to the supervision of the pupils are set out in the school's *Supervision of Break-times Guidelines* and in the school's policy in relation to the *Assembly & Dismissal of pupils*. Such policies acknowledge the need for staff punctuality as well as the need to escort pupils to and from classrooms at break times, PE times and from the classroom/building at the end of the school day.

Parents & Guardians

Rights: Parents and Guardians have a right to:

- Be treated with respect.
- Information relating to all school policies.

- A consistent and fair approach by Killashee MDNS in dealing with challenging behaviour
- Be contacted at an early stage to discuss difficulties or problems
- Appeal a decision to the B.O.M after due process (teacher / Principal / Board of Management)

Responsibilities: Parents and Guardians have an obligation to

- Be familiar and support the implementation of the agreed Code of Behaviour at Killashee Multi-Denominational National School.
- Encourage their child/children to have a sense of responsibility and to have respect for themselves, for others and for property.
- Ensure that children attend regularly and are on time.
- Be interested, supportive and encourage their child's schoolwork.
- Facilitate with the child's homework and ensure it is completed to the best of the child's ability.
- Attend the parent/teacher organised meetings.
- Recognise and reward their child's positive behaviour in school and when necessary co-operate with teachers in instances where their child's challenging behaviour is causing difficulties either for themselves and/or for others.
- Communicate (and where necessary attend meetings at an agreed time when requested) with the school in relating to any problems that may affect their child's progress or affect the progress of others.
- Be aware that all the pupils in their child's class have the right to an education that is not hindered by their child's or any other child's inappropriate behaviour or continuous serious misdemeanours.
- Disclose to the school when they have concerns about any incidences of misbehaviour or bullying in relation to a school pupil.
- Allow the school to investigate incidents of misbehaviour as deemed necessary recognising that that the school may not reveal its source of information.
- Not question etc. any pupil directly (while that pupil is under school supervision) regarding what they perceive to be undesirable behaviour to their child/children.
- Value the opportunity for their child/children to learn and to socialise.

Students

Rights: All students have the right to

- Be educated in a safe, supportive and stable environment where every effort is made to meet his/her social, moral, academic and emotional needs.
- Be educated in an environment that does not tolerate bullying behaviour (see anti-bullying policy policy)
- Be treated with respect and fairness in a consistent manner
- Be listened to and to question at appropriate times.
- Make mistakes and learn from them.
- Have individual differences recognised and catered for.
- Have misbehaviour dealt with appropriately.

Pupils' Responsibilities

All pupils have a responsibility to

- Work on ensuring that their behaviour positively contributes to a safe supportive and stable environment which recognises the rights of all.
- Listen to teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of others.
- Avoid behaving in any way that would endanger others
- Bring correct materials/books to school
- Follow school and class rules as outlined in our school Code of Behaviour

Pupils with Special Needs

Pupils with special needs will be required to follow the School's Code of Behaviour but teachers will use their professional judgement in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural difficulties.

Parents of children with special needs will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil. The devising of such strategies may entail contacting and meeting with the relevant out of school agencies.

9 Review and Ratification

This policy was ratified by the BOM on 5/06/2020 It will be reviewed by the BOM on an annual basis informed by lessons learned.

Signed

Thomas Jacob

Thomas Jacob (Chairperson of the BOM)