

Codes of Conduct and Discipline

Development of our Codes of Conduct and Discipline

Our Codes of Conduct and Discipline were first drafted during the 2002-03 school year by a committee comprising of staff members and parents. In the intervening years, the codes have been modified in order to meet the changing needs of the school as it became fully established.

In October 2008, the codes were examined by the inspectorate at WSE and the behaviour of the pupils was described as exemplary.

Also in 2008, the National Educational Welfare Board (NEWB) issued guidelines to all schools on developing a code of behaviour. Schools are obliged to ensure that their codes of behaviour are in line with current legislation.

Following an audit on the codes, feedback was sought in December 2009, from staff, parents and the school inspector.

Arising from the guidelines, the audit and the feedback, further modifications were made to the codes.

The school ethos of respect for persons and property (refer Mission Statement) underpins the codes. Pupils, staff and parents are expected to show respect for each other at all times

All members of the school community have a role in ensuring that the codes are upheld and promoted so that a happy and positive learning environment can be maintained. By adhering to school rules with the support of parents and teachers, pupils contribute to sustaining a secure and caring atmosphere in school.

The Codes of Conduct and Discipline apply in school but also on school tours and at any other school events which may take place outside the school

Code of Conduct

This policy is currently under review. The update will be ratified by the Board of Management at their next meeting on 18 June 2018.

Foreword

In order to function efficiently and to serve the needs of its pupils, any school requires rules and regulations, which are clearly stated and enforced consistently and fairly. We have a positive approach to conduct, which takes account of the variety of differences that exist between children and the need to accommodate these differences in so far as possible. The strong sense of community within the school is generating a high standard of behaviour and relies on continuing co-operation and mutual respect among pupils, staff, parents and others working on behalf of the school. However, sometimes it is necessary to impose sanctions in order to ensure the **smooth and safe** operation of the school. Each child has the right to an education in a relatively disruption free environment but responsibilities come with this right.

Aims of the code:

- To foster in our pupils habits of good conduct and self discipline
- To promote respect for others and for the school milieu
- To create an atmosphere of courtesy and tolerance
- To develop an ambience in which children feel secure and happy.
- To help each child to reach his/her potential in all aspects of his/her development.
- To nurture our pupils in a safe school environment.

School Rules:

For my own safety and the safety of others, I should always:

- a. Follow the “kind hands , kind feet, kind face, kind words” rule
- b. Walk in the school building
- c. Walk safely and quietly on the stairs holding the handrail at all times.
- d. Use coat hooks
- e. Be mannerly and polite

- f. Use the magic words 'Excuse me', 'Please' and 'Thank You.
- g. Tell the truth
- h. Allow other people to learn
- i. Take turns
- j. Be careful of anything, which belongs to someone else
- k. Show respect for the school property and grounds
- l. Take care of my belongings--- schoolbag, books, copies, coat etc.
- m.Keep my school bag under my desk
- n. Sit with my two feet and the four legs of my chair on the ground
- o. Remain seated especially while eating my lunch and during playtime on wet days.
- p. Eat my lunch, tidy up and bring home empty cartons and wrappers.
- q. Use the bathroom one person at a time, flush the toilet after use and always wash my hands

During playtime I should always:

- a. Follow the rule "kind hands , kind feet, kind face, kind words"
- b. Move safely
- c. Eat only in the designated eating areas
- d. Ask the teacher if I need to go inside to use the bathroom or for any other reason.
- e. Remain in the school grounds in my designated yard area and use the activity zones correctly
- f. Talk to the supervising teacher if I have any problems during playtime
- g. Treat other children kindly.
- h. Refrain from climbing on walls or railings
- i. Freeze when teacher blows the whistle

- j. Walk to my line
- k. Line up with my two feet on the line. Avoid skipping places or pushing

Children should use the bathroom before going to the yard. Children needing minor first aid are treated in the Servery. In the case of more serious injury, class teachers are informed immediately and parents are contacted. In very exceptional circumstances, supervision is arranged for children who cannot go to the yard. Children, who pose a danger to themselves or others, may be removed from the yard and supervised in the hall/ reception areas.

On wet days, the children remain seated indoors. The class teacher provides suitable safe activities for his/her pupils. The teachers /SNAs who are rostered for yard duty supervise pupils. **Children may not leave their places without the permission of one of the supervising staff.**

In order to learn, I should:

Listen carefully in class

If I do not understand, I ask teacher

Show my homework to my teacher

Take care of my belongings

Each night, complete my homework

Note to teacher if my homework is incomplete

The school rules are explained to the pupils from the early days of Junior Infants in the contexts of care and safety. The class teacher, the principal and other staff members constantly reinforce them. Our S.P.H.E. and “Alive O” Programmes place great emphasis on respect for self, others and the environment as well as enhancing children’s self esteem.

Other strategies to promote positive behaviour include;

- Golden Time
- A treat and/or merit mark (star!)
- A sticker.

- A word of praise in front of a group or class.
- A visit to another teacher or to the principal or deputy principal for commendation
- A special responsibility or privilege
- A note to parents.
- A homework voucher

Code of Discipline

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Discipline in schools is an essential element in the socialization of children, in the formation of their characters and in the process of education. This requires the use of certain controls which, while not threatening children's independence, self-esteem or self-confidence, will enable them to appraise their behaviour rationally in terms of what is right and wrong or appropriate and inappropriate.

Code for Infants

From September, Junior Infants are gradually introduced to the school rules and to the reasons for their existence. These rules are constantly reinforced so that pupils become familiar with them. Good behaviour is lauded and rewarded during this learning period

We employ various strategies to discourage unacceptable behaviour in our infants

- Reasoning
- Reprimand issued by class teacher, principal, or deputy principal
- Temporary separation from peers
- Loss of privilege
- Temporary removal to another classroom or to the office of the principal or deputy principal
- Communication with parents

During the recreation period, children who pose a danger to themselves and/or others are withdrawn from the play area for a short period. If the behaviour persists, it may be necessary to remove the child from the playground for his/ her safety and that of others.

Code for First to Sixth Class

The same sanctions apply as for Infants. They are imposed when a child engages in behaviour which is unsafe or which disrupts learning for self and/or other pupils

- Reasoning
- Temporary separation from peers
- Loss of 'Golden Time.'
- Loss of other privilege
- Temporary removal to another classroom or to the office of the principal or deputy principal
- Reprimand issued by class teacher, principal, or deputy principal
- Children who are sent to the principal or deputy principal for sanction fill out a "Behaviour Reflection Card" which is signed by the child, by the principal or deputy principal and can be sent home to be signed by a parent/ guardian.
- Communication with parents
- Teachers may choose to give a written assignment to a pupil who engages in unsafe or disruptive behaviour. At teachers' discretion, this may be completed at home or during play-time.

During the recreation period, any child who poses a danger to him/herself and/or others is withdrawn from the play area for a short period. If the behaviour persists, it may be necessary to remove the child from the playground for his/her safety and that of others. In the event, the Principal/ Deputy Principal will supervise the child for the duration.

Detention

Pupils who engage in continuous and/or serious misbehaviour may be detained after school on a designated afternoon. Parents are informed in advance.

Suspension/ Expulsion

Despite the efforts of the School Community (Board of Management Staff, Parents and Pupils), we may occasionally encounter children whose behaviour merits suspension/ expulsion. We, in Saint Patrick's see suspension/ expulsion as the ultimate sanction and will resort to it only in the event of:

- Dangerous behaviour, which seriously undermines the safety of self and/or others.
- Bullying and /or harassment
- Failure of regular sanctions to bring about improvement in the pupil's behaviour.

Suspension/ Expulsion when necessary will be in accordance with Rule 130 for National Schools as amended by Circular 7/88.

These procedures are in line with the statutory requirements of the 1998 Education Act. Parents have the right to appeal a school's decision to suspend or expel.(Section 29 Education Act).