



## St Aidan's National School Code of Behaviour Policy

This Code of Behaviour was reviewed in November 2022, having been drawn up in partnership with the school's Board of Management, teachers, staff and parents.

St Aidan's National School is a co-educational, Catholic, Primary School which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.

While St Aidan's National School is a school with a Catholic Ethos, it also has due recognition for all other religions.

St Aidan's National School will encourage the involvement of Parents through home/school contacts and through their involvement in the St Aidan's National School Parents' Association.

St Aidan's National School will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils, respect for people and property and to encourage in them the idea of being responsible.

St Aidan's National School will promote gender equity among the teachers and pupils.

### **School Motto:**

*"Ar aghaidh linn le chéile"*

### **Aims and Philosophy**

Within the context of the schools Mission statement and shared ethos, school rules have been formulated in order to help students to develop their gifts and talents and to grow in self-discipline and responsibility.

They are designed to create a positive and orderly atmosphere where each one is respected and where quality teaching and learning can occur. Respect is at the heart of school regulations at St Aidan's National School – respect for self, for others and for the school environment.

- a) Children's self-esteem/ positive self-acceptance, self -confidence, initiative and creativity can be nurtured.
- b) Teachers can conduct their classes without having to constantly correct disruptive or non-cooperative pupils.
- c) All members of the school community treat each other with dignity, courtesy and mutual respect.

All partners in the school community Board of Management, teachers, parents and pupils

have a role to play in the successful implementation of the school code of behaviour.

## **AIMS OF A CODE OF BEHAVIOUR**

1. To create a positive learning environment in which every pupil can benefit from the school.
2. To enable pupils to become more self-disciplined and to encourage good standards of behaviour.
3. To ensure the school can operate smoothly and safely for the benefit of all.
4. To care in a practical way for pupils, staff, the school and its environment.

## **GENERAL GUIDELINES FOR BEHAVIOUR**

All pupils are expected to behave in a responsible manner, both to themselves, and to others by showing consideration, courtesy and respect for other pupils and adults at all times.

Respect shall be shown for all property at all times.

## **CODE OF BEHAVIOUR**

Our Code of Behaviour relates to all in-school activities, as well as to all activities, during which pupils are representing the school, whilst away from the school campus.

### **The Code of Behaviour focuses on and/or refers to:**

- ✓ Behaviour in the classroom
- ✓ Behaviour in the playground
- ✓ Behaviour in the school environment
- ✓ Children with Special Educational and or Behavioural Needs
- ✓ Leaving the Premises
- ✓ Rewards
- ✓ Sanctions

## **CODE OF CLASSROOM BEHAVIOUR**

- a) A high level of attentiveness and participation is required of all pupils in class.
- b) A high degree of courtesy (e.g., use of "please", "thank you", "excuse me", not interrupting other pupils/ teachers, moving safely through the school, opening and closing doors for others) is required. Bad language will not be tolerated.
- c) Pupils are expected to welcome and to say "good -bye" to visitors to the room, e.g., professionals /others giving talks, inspectors, teachers etc.
- d) Respectfully listening to each other and to all school staff.

- e) All pupils shall knock on doors before entering classrooms and walk quietly to their seat or pass on a message using their quiet indoor voice and good manners.
- f) All rooms should be left "litter-free" each evening i.e., papers and other litter should be placed in bins.
- g) Writing/scribbling on desks, chairs or other school property is forbidden and if damage is severe, the item will have to be repaired or replaced by parents or guardians of the pupils concerned.
- h) All classrooms shall be vacated by pupils during "breaks" (except on wet days, when there is in-class supervision.)  
Pupils are expected to go to and from their classroom in an orderly manner.
- i) All coats, scarves etc. shall be placed on the coat racks in the corridor. Shoes to be placed safely in the cubby holes.
- j) Running is not allowed at any time in the classrooms or on the corridors.
- k) Mobile phones are not allowed in school. To bring a mobile phone, smart watch or other device to school is considered a serious offence. Phones brought to school will be confiscated and returned in person to parents/guardians. The use of phones to take photographs is strictly forbidden and will incur penalties up to and including suspension.
- l) Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.

### **Specific Classroom Rules and Management System (Stage 1)**

Encouraging high standards of behaviour among pupils, as well as creating and maintaining an orderly atmosphere for learning in the school will involve the use of praise. To reinforce the school rules and to encourage co-operation between pupils and help reinforce general good behavior in the class, the class reward system 'Fill the Jar' will be part of our reward system. Positive behaviour will be encouraged at all times. The aim of modelling, reinforcing and encouraging good behaviour is that it supports and leads to effective teaching and learning.

This code will be premised on 'Kind Words, Kind Hands, Kind Feet' and will include the following:

- Listen and follow directions
- Use hand signals and stay on task
- Keep your hands and feet to yourself
- Be kind to others and respect your classmates, school and teacher.

Parents will discuss this Code of Behaviour with their children. On enrolment, they will

confirm that the Code of Behaviour is acceptable to them and that they will make all reasonable efforts to ensure that their child is compliant with this code.

### **Consequences for breaking classroom rules**

Maintaining standards of behaviour will involve, in some instances, the application of consequences to register disapproval of unacceptable behaviour. When consequences are invoked, pupils should understand that the behaviour is unacceptable and that it is the negative behaviour that is in question, but not they themselves as a person.

The following procedure and consequences will be applied to any pupil who persistently shows unacceptable behaviour:

- Redirect – a warning that they have broken a classroom rule. The student takes a redirect card as a reminder.
- A Sideline – a time out in the room. The student goes to the sideline chair until they are ready to rejoin the group. They continue with their work while on the sideline chair. When ready, the student can raise their hand, they wait for a nod from the teacher and then go back to their seat.
- Think Time – The third consequence is Think time. This when the student goes to another classroom and they sit in a designated chair while they fill out a Think Time reflection sheet.
- Letter Home – If the student breaks a fourth classroom rule on the same day then a letter goes home to Parents to inform them of what rules were broken during the day. The letter must be returned the next day signed by a parent.

### **BEHAVIOUR IN THE PLAYGROUND**

- Only games which ensure the safety of all are permitted.
- Skipping ropes are for skipping only.
- Pupils are expected to have respect for the person and property of others.
- Pupils are expected to comply with the instructions of teachers and SNAs on yard duty during break times.
- Pupils are only permitted to re-enter the school premises during break with the teacher's permission.
- Pupils are forbidden to climb walls, fences or gates. Bad language will not be tolerated in the playground.

### **BEHAVIOUR IN THE SCHOOL ENVIRONMENT**

- Pupils are expected to move about the school in an orderly manner, and show due respect and courtesy to all staff members e.g., standing to one side to allow others pass etc.
- No pupil may enter the school before 8:50 a.m. unless authorised by a teacher to do so.
- Pupils shall not remain on the school premises after school activities are finished without a teacher's permission.
- Pupils are encouraged to create and maintain a litter-free environment.
- Pupils are expected to come to and from school with due care for other pupils,

for property, for traffic and pedestrians. Pupils must remain inside the school wall until a parent/guardian is available to receive them. Pupils are required to stay close to the outer side of the school wall when entering or exiting the school premises (between the parked cars and the wall).

- Pupils with bicycles and scooters shall walk at all times within the school grounds.

## **CHILDREN WITH SPECIAL EDUCATIONAL and/or BEHAVIOURAL NEEDS**

Some children with special needs may come to school with behavioural supports already in place. However, the requirements of many other children with special needs may only become evident as they get older. Part of the successful implementation of our Code of Behaviour is ensuring a better understanding, among our school community, of special educational needs, including challenging behaviour and its root causes.

Challenging behaviour can be displayed by any child, even those with special educational needs. Often, while the challenging behaviour can be very obvious, the educational or personal needs that are hidden behind the behaviour may not. Every effort will be made to deal with children with special educational/behavioural needs fairly through the school's Code of Behaviour. Some children may require an individualised approach to dealing with challenging behavior and this approach will be monitored, in consultation with parents, by means of a Behaviour Continuum and a Behavior Plan. Availing of clinical and therapeutic services outside school may need to be considered in some cases.

Class teachers and specialist personnel (such as the Special Education Teacher & Special Needs Assistant) will collaborate to ensure that standards and rules are communicated in a way that pupils with special needs can understand. For some pupils, visual prompts or pictures may be needed. Some pupils may benefit from observing the rules being modelled by peers.

All pupils at St. Aidna's NS are subject to the sanctions in the Code of Behaviour. These will be adapted for pupils with special educational/behavioural needs on a case-by-case basis. Teachers will take particular care to ensure that these sanctions help the pupil with special needs to understand clearly the purpose of the sanction and the reason(s) why their behaviour is unacceptable.

## **LEAVING PREMISES FOR ANY REASON**

For security and safety reasons, pupils are not permitted to leave the school premises, during school hours, unless there is a prior arrangement/ notification to the school and they are collected by their parents/guardians. Pupils shall only be released during school hours for appointments or other reasons specified by Parents/ Guardians of the child.

## **MAINTAINING GOOD BEHAVIOUR**

In an aim towards educating pupils about how their behaviour has positive and negative effects and consequences for themselves and others, the school takes a restorative practice approach to problem-solving when things go wrong.

### **RESTORATIVE PRACTICE**

Restorative practice asks pupils to reflect on the following questions?

1. What has happened?
2. What were you thinking at the time?
3. How were you feeling at the time?
4. How have your actions affected others and yourself?
5. What should you do now?
6. How can you make sure that this behaviour does not happen again?

### **STAGES OF SANCTIONS**

The following outlines the stages of sanctions and is aligned with the seriousness of the negative behaviour as follows:

**Stage 1** – Classroom Management Rules and Consequences

**Stage 2** - Restorative practice sheet completed with class teacher (A copy of the sheet sent home to parents.)

**Stage 3** - Verbal warning from the class teacher and or Principal/ DP & a restorative practice sheet to be completed during part of break time with Principal/DP. A copy of the sheet to be sent home to parents and a phone call may be made.

**Stage 4** - Verbal warning from Principal/ DP & a restorative practice sheet to be completed at break time. A copy of the sheet to be sent home to parents and parents will be requested to attend a meeting.

Depending on the seriousness of the negative behavior, this may lead to a meeting of the Board of Management where Stage 5 and 6 are considered.

**Stage 5** - Suspension

**Stage 6** - Expulsion

### NEGATIVE BEHAVIOURS WHICH INCUR STAGED SANCTIONS

The following outlines the negative behaviours which incur staged sanctions. This is not an exhaustive list.

<b>Stage 1: Classroom Management System with Four-Step Consequence Procedure (See above)</b>	<b>Stage 2: Restorative Practice with Class Teacher</b>
This Classroom Management System will be premised on 'Kind Words, Kind Hands, Kind Feet' and will include the following Rules  Listen and follow directions Use hand signals and stay on task Keep your hands and feet to yourself Be kind to others and respect your classmates, school and teacher.	<ul style="list-style-type: none"> <li>• Minor name calling</li> </ul>
	<ul style="list-style-type: none"> <li>• Swinging on the bars at the</li> </ul>
	<ul style="list-style-type: none"> <li>• outside doors</li> </ul>
	<ul style="list-style-type: none"> <li>• Being physical (minor</li> </ul>
	<ul style="list-style-type: none"> <li>• physicality) with another pupil</li> </ul>
	<ul style="list-style-type: none"> <li>• Refusing to walk in line</li> </ul>
	<ul style="list-style-type: none"> <li>• Climbing trees or other</li> </ul>
	<ul style="list-style-type: none"> <li>• Climbing on the perimeter wall</li> </ul>
	<ul style="list-style-type: none"> <li>• Swinging out of basketball nets</li> </ul>
	<ul style="list-style-type: none"> <li>• Kissing</li> </ul>
<ul style="list-style-type: none"> <li>• Persistently using bad language</li> </ul>	
<ul style="list-style-type: none"> <li>• Chewing gum</li> </ul>	

<b>Stage 3 - Verbal warning &amp; Restorative Practice at Break Time with Principal/DP and a phone call may be made.</b>	<b>Stage 4 - Verbal warning &amp; Restorative Practice at Break Time &amp; Parent Meeting</b>
<ul style="list-style-type: none"> <li>• Rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Aggressive Behaviour causing injury</li> </ul>
<ul style="list-style-type: none"> <li>• Biting</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting/Striking School Personnel</li> </ul>
<ul style="list-style-type: none"> <li>• Spitting</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber-bullying</li> </ul>
<ul style="list-style-type: none"> <li>• Being disrespectful towards a teacher/adult</li> </ul>	<ul style="list-style-type: none"> <li>• Serious disrespect to a teacher/ member of staff or other adult</li> </ul>
<ul style="list-style-type: none"> <li>• Damage to school property or other people's property</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving the school grounds without permission</li> </ul>
<ul style="list-style-type: none"> <li>• Hitting or other aggressive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Poor or unsafe behaviour on school events e.g., Tours, games</li> </ul>
<ul style="list-style-type: none"> <li>• Inappropriate language directed at another child/ teacher/ adult</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Making racist or discriminatory</li> </ul>	

comments or gestures	
<ul style="list-style-type: none"> <li>• Persistently refusing to walk in line</li> </ul>	
<ul style="list-style-type: none"> <li>• Lying</li> </ul>	
<ul style="list-style-type: none"> <li>• Stealing</li> </ul>	
<ul style="list-style-type: none"> <li>• Using insulting language about another child's family member e.g., Mother</li> </ul>	

### **Suspension:**

For serious misbehavior or continuous misbehavior pupils may be suspended by the principal for a maximum of three days. Suspension will be at the discretion of the principal. This period may be extended, at the discretion of the Board of Management.

### **Suspension may occur when:**

- The pupil's behaviour has had a seriously detrimental effect on the education of other students.
- The pupils continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

### **Expulsion:**

A pupil may be expelled from school on the authority of the Board of Management. The Gardai will be automatically involved for any behaviour involving criminal offences. Any behaviour involving Child Protection will be reported to relevant authorities, TUSLA.

**RATIFICATION**

This policy was ratified by the Board of Management of St. Aidan's N.S. on  
12 / 10/ 2023.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Catherine McGinty, Chairperson Board of  
Management.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Mary Harrison, Principal.