



St Francis National School

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Code of Behaviour – Key to Learning Plan

Introduction

The aims of the Code of Behaviour- Key to Learning Plan of St. Francis National School are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To create a positive learning environment that encourages and reinforces good behaviour.
- To facilitate the education and development of every child.
- To enable teachers to teach without disruption.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To foster caring attitudes to one another and to the environment.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour- Key to Learning Plan. Rules will be kept to a minimum, will emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage. Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

Our one school rule is the premise of our Code of Behaviour- Key to Learning Plan:

BE SAFE, BE A FRIEND / BÍ SLÁN, BÍ CAIRDIÚIL

and developed further for the Senior end of the school to:

I HAVE RESPECT FOR MYSELF, FOR OTHERS AND FOR THE ENVIRONMENT / TÁ MEAS AGAM ORM FÉIN, AR DHAOINE EILE AGUS AR AN DOMHAN TIMPEALL ORM

Key to Learning – Behaviour Plan

Please note: pupils with special needs follow their personally adapted version of the class plan to address their needs as outlined in their support plans.

Class Rules (May vary from class to class as this will involve creating a class contract where the children agree on class rules to ensure a happy and safe learning environment)

1. Respect yourself, adults and fellow classmates including use of language.
2. Respect all school property.
3. Have kind hands, kind feet and kind words.
4. Stop, look and listen when the teacher/ SNA is speaking.
5. Follow instructions given.
6. Work quietly and try your best.
7. Put your hand up and wait quietly for the teacher's help.

Remember BE SAFE, BE A FRIEND

Around the School Rules

1. Respect yourself, adults and fellow classmates including use of language.
2. Respect all school property.
3. Have kind hands, kind feet and kind words.
4. Walk safely and quietly in the classroom and around the school.
5. Hold the handrail on the stairs, taking one step at a time.
6. Walk on the left hand side when walking around the school, including stairs

Remember BE SAFE, BE A FRIEND

Yard Rules

1. Respect yourself, adults and fellow classmates.
2. Have kind hands, kind feet and kind words.
3. Respect all school property.
4. If you need help, tell the teacher on yard duty.
5. Stay out of out of bounds areas such as the outdoor classroom at all times.
6. When the bell rings, walk quietly into your líne.
7. Stand quietly in your líne & wait for your teacher.
8. Walk quietly back to your classroom, keeping to the left hand side.

Remember BE SAFE, BE A FRIEND

Wet Day Rules

1. Respect yourself, adults and fellow classmates.
2. Have kind hands, kind feet and kind words.
3. Respect all school property.
4. Play safely and use indoor voices.
5. If you need help, tell the teacher on duty.
6. When the bells ring, tidy up, sit quietly and wait for your teacher.

Remember BE SAFE, BE A FRIEND

Sanctions

1st-6th Class

The following steps will be applied. **Each day is a new day, starting with a clean slate.**

- Step 1: Warning given (reminded of rule being broken). Record made on the class behaviour chart (for teacher's use only).
- Step 2: Pupil will get a yellow card and identify what rule has been broken.
Record made on the class behaviour chart.
- Step 3: Pupil will get an orange card and identify what rule has been broken.
Pupil will move to another seat so they can work independently.
Record made on the class behaviour chart.
- Step 4: Pupil sent to another class, with their orange card and with work to do.
Parents will be informed by the class teacher.
Record made on the class behaviour chart.
- Step 5: Pupil sent to the principal with a red card and a record will be made on their log of actions.
Parents will be informed by the school principal.

Very serious misbehaviour will be given a red card and dealt with by the principal straight away.

If a child reaches step 5 repeatedly, or in the case of a very serious misbehaviour incident, parents will be informed and may be requested to support and assist in drawing up and implementing an individual behaviour management programme for the child in consultation with the principal, class teacher and other staff.

The support of outside agencies may also be sought.

In general, time in another class will be 5-10mins.

Suspension/expulsion- at all times will be guided by the NEWB's Developing a Code of Behaviour: Guidelines for Schools.

Junior & Senior Infant Classes

The following steps will be applied. **Each day is a new day, starting with a clean slate.**

The Infant classes will follow the same system as above except that they will use a visual cloud system. All pupils begin on a white cloud.

- Step 1: Warning given (reminded of rule being broken). Record made on the class behaviour chart (for teacher's use only).
- Step 2: Pupil will move to a blue cloud and identify what rule has been broken with the help of the teacher (where needed). Record made on the class behaviour chart.
- Step 3: Pupil will move to a grey cloud and identify what rule has been broken. Pupil will move to another seat so they can work independently. Record made on the class behaviour chart.
- Step 4: Pupil will move to a black cloud and identify what rule has been broken. Parents will be informed via a note home. Record made on the class behaviour chart.
- Step 5: Pupil consistently on the black cloud will be sent to the principal. Parents will be informed by the school principal.

Yard Sanctions

- Step 1: Warning given (reminded of rule being broken).
- Step 2: Pupil to stand out at the wall/railing until ready to behave-teacher will check after 5 minutes.
Class teacher will be informed that the pupil has moved onto the next step on the Key for Learning Behaviour Plan.

Rewards

Rewards may include:

- Praise and attention, verbal and non-verbal.
- Points awarded on Class Dojo, certificates, stamps, vouchers and stickers.
- The class can decide on treats for accomplishing a predetermined goal that may include something like free play, additional golden time, popcorn party, visit to the park, sit beside a friend for the day...
- Golden chair, Golden Time, Wall of Fame, Student of the day/week.
- Visit to other class/Principal with work/certificate to celebrate.
- Parents or other staff members will be informed.

Strategies

Teachers will choose from the following strategies to promote good behaviour:

- 2:1 teaching (two positive comments praising good behaviour for every correction)
- Display of good behaviour rules in every room (in pictorial charts or written chart)
- Rules for good behaviour formally taught at start of school term, draw up class contract
- Regular revision of rules at class and whole-school level
- Modelling, prompting and praising appropriate behaviour/manners
- Verbal and non-verbal attention for good behaviour (praise, smile, thumbs up etc.)
- Modelling and encouraging age-appropriate conflict resolution strategies
- Discussion/role play of appropriate behaviours with class as part of S.P.H.E. programme
- Reward of good behaviour through the use of the colour card system and stamp booklets
- Special duties given to children, i.e. Leader, messenger, class jobs
- Buddy System to promote self-esteem in vulnerable children
- "Good news" communication with parents
- Class/group rewards
- Fostering a sense of pride in our school through regular assembly and Green School & Active School Committee
- Strategies to promote good attendance e.g. certificates

Children with Special Needs

All children are required to comply with the code of behaviour and our Key to Learning Plan. 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, Special Education Teacher, and or principal to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

Bullying

Bullying is unwanted negative behaviour, verbal psychological or physical conducted by an individual or group against another person(s) and which is repeated over time. Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

Language

The use of sexualised language is unacceptable.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

Suspension/Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised (See Parent/Staff Communication Policy). Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil, destruction of school property are examples of behaviour regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a

satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before the gates open at 8.50 a.m. or after the official closing time of 1.40 p.m. (infants) 2.40 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Teachers' Responsibilities

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and assess/correct relevant work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.

- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

Parents/Guardians' Responsibilities

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend school regularly and are punctual.
- Keep your child at home if they are too unwell to go to school.
There is no indoor supervision facility for children not being able to go out at playtime, except in the case of extenuating circumstances.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Cooperate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect the child's progress/behaviour. (Please refer to our school's Parent and Staff Communication Policy)
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform.
- Supervise and sign homework.
- Be courteous towards pupils and staff.

As the Board of Management is responsible for the health and safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

Responsibility for Review:

All members of staff, Parents and BoM.

Timeframe for Review:

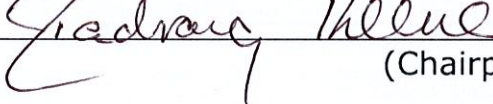
This policy will be reviewed every three years, or as required to meet the developing needs of the school.

Next review:

June 2025

Code of Behaviour

Ratified by the Board of Management on 21/6/2022 (Date)

Signed:  (Chairperson, Board of Management)

Approved by the Board of Directors
All members of the Board of Directors and the

Executive Committee of the Board of Directors
The Board of Directors of the Company, at its meeting held on the 15th day of June, 1957, has approved the following resolution:

Resolved, that the Board of Directors of the Company, at its meeting held on the 15th day of June, 1957, has approved the following resolution:

Code of Ethics

Resolved by the Board of Directors of the Company, at its meeting held on the 15th day of June, 1957, that the following Code of Ethics be adopted as the Code of Ethics of the Company:

Richard W. King
President, Board of Directors