



St Francis National School

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Code of Behaviour – Key to Learning Plan

In reading this policy, it should be noted that the term "Parent(s)" also includes Guardians and should be interpreted as such.

Introduction

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

- To provide for the effective and safe operation of the school and respect for the school environment
- To provide guidance for pupils, teachers and parents on behaviour expectations
- 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

If the school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes constructive behaviour and discourages unacceptable behaviour. The school code 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. There are times, however, where it may be necessary to impose sanctions in order to maintain good order and to discourage offenders. The ideal is that pupils will acquire self-discipline.

Where difficulties arise, school staff may speak with the children involved to gain an understanding of the issue. This may involve also speaking with other children to verify facts, and identify which children need to be

supported and how. These conversations will be conducted in as supportive a manner as possible. Parents will be informed. We recognise the importance of a strong sense of community within the school and the existence of a high level of cooperation among teachers, ancillary staff, pupils, parents, the Board of Management and the Parent's Association.

Our school motto 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 Classes 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

Class Rules

May vary from class to class as a class contract will be created by the pupils on agreed class rules to ensure a happy and safe learning environment

- All pupils are expected to treat school staff, their fellow pupils and visitors to the school with respect and courtesy at all times.
- Pupils are expected to listen to school staff and act on instructions/advice.
- Pupils are expected to work to the best of their ability and present work neatly.
- Respect all school property and the property of others.
- Full school uniform must be worn at all times.
- Pupils are expected to not behave in any way which would endanger others physically and avoid all nasty remarks, swearing and name calling.
- The use of swear words or sexualised language to another child or staff member is unacceptable. The use of taunting language that is deemed to be racist/sexist/ or offensive in the ways listed below is also unacceptable. *The Equal Status Act prohibits discrimination in Ireland on 9 grounds. These are also listed in our Admissions & Enrolment Policy.*
- Pupils are encouraged to include other pupils in games and activities.
- Pupils are expected to move around the school in an orderly fashion.
- Pupils must never leave the school without permission.

- The use of mobile phones, smart watches and electronic devices are strictly prohibited. In the event of a child requiring the use of a mobile for after school, the pupil must leave it, switched off, in the teacher's drawer. The school authorities cannot accept any responsibility whatsoever if the electronic device is lost or damaged. Please note it will be deemed as a serious breach of the Code of Behaviour if any pupil is in possession of a mobile phone or electronic device during the school day. Appropriate sanctions will be enforced.
- Recording of other pupils or staff without their consent (unless with permission for Educational purposes) is not permitted in this school.

Yard Rules

- Respect yourself, adults and fellow classmates.
- Have kind hands, kind feet and kind words.
- Respect all school property.
- If you need help, tell the teacher on yard duty.
- Stay out of out of bounds areas such as the outdoor classroom at all times.
- When the bell rings/whistle is blown, stop and then walk quietly into your line.
- Stand quietly in your line & wait for your teacher.
- Walk quietly back to your classroom, keeping to the left hand side.
- Any misbehaviour should be reported to the teacher on yard duty.
- No pupil is allowed to remain in the classroom during break times (unless supervised by the teacher).
- Rough games or any game that might put the safety of pupils at risk, are not allowed.

Wet Day Rules

- Respect yourself, adults and fellow classmates.
- Have kind hands, kind feet and kind words.
- Respect all school property.
- Play safely and use indoor voices.
- If you need help, tell the teacher on duty.
- When the bells ring, tidy up, sit quietly and wait for your teacher.
- Any misbehaviour should be reported to the teacher on duty.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before the gates open at 8.40am or after the official closing time of 1.30pm (infants) 2.30pm (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Organisers of said activities are responsible for pupil participants. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Strategies

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

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 and/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
- 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
- Rewards for best line, when pupils are spotted being helpful, respectful and following our rules.
- Special recognition at assemblies for pupils who have made a great effort, wow work, exceptional behaviour.
- 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

Rewards

- Praise from teacher/principal/school staff
- 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.

Sanctions

Junior & Senior Infant Classes

The following steps will be applied.

Infant classes use a visual cloud system to explain the steps of our Code of Behaviour. Pupils name tags are placed on the clouds as a visual for the steps that are taken. All pupils begin with their nametag on a white cloud. Sanctions will be applied according to the gravity of the misbehaviour which give due regard to the age, emotional development of the child and teacher judgement. The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Pupils will not be deprived of engagement in a curricular area except on the grounds of Health and Safety.

Each morning a child is given a fresh start - they start on a white cloud. However, a record of the pattern of behaviour is kept to support children and monitor their progress and development, and reported to parents if necessary. While a child is on a "black cloud" every attempt is made by staff throughout the day to praise the child's efforts and highlight any improvements in behaviour. A behaviour plan may need to be drawn up for consistent poor behaviour.

Step 1

Warning given.

Pupil is reminded of the rule being broken and behaviour expectations.

Step 2

Pupil's name tag will be placed on the blue cloud of our behaviour chart. Pupil is reminded of the rule being broken and sanctions below are applied as necessary.

Sanctions

Withdrawal of privileges e.g. Golden Time	Temporary separation from peers e.g. move to another seat
Missing part of their break time e.g. timeout at the wall, break time in a designated area separate from their peers, detention in another class for some playtime.	Unfinished work completed during extra-curricular activities / detention.
Other sanctions at teacher's discretion	

Step 3

Pupil's name tag will be placed on the grey cloud of our behaviour chart. Parents will be informed by the class teacher.

Sanctions	
Withdrawal of privileges e.g. Class treats/extra-curricular activities	Referral to another teacher/classroom
Missing part of their break time e.g. time out at the wall, break time in a designated area separate from their peers, detention in another class for some playtime.	Other sanctions at teacher's discretion

Step 4	
Pupil's name tag will be placed on the black cloud of our behaviour chart. Pupils will be sent to the principal. The principal will formally communicate with the parents.	
The pupil may be put on a behaviour plan. This is followed by a period of close monitoring. When behaviour is improved, monitoring is scaled down.	Missing part of their break time e.g. time out at the wall, break time in a designated area separate from their peers, detention in another class for some playtime.
Withdrawal of privileges e.g. school tour	Suspension
Referral to the Chairperson or other members of the Board of Management	Expulsion

First - Sixth Classes

The senior classes follow a colour coded behaviour chart which is displayed in each class. Pupils name tags are placed on the colour coded steps as a visual for the steps that are taken. Sanctions will be applied according to the gravity of the misbehaviour which due regard to the age and emotional development of the child and teacher judgement of each individual judgement. The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Pupils will not be deprived of engagement in a curricular area except on the grounds of Health and Safety.

Each morning a child is given a fresh start - they start on a clean slate. However, a record of the pattern of behaviour is kept to support children and monitor their progress and development, and reported to parents if necessary. While a child is on a red card every attempt is made by staff throughout the day to praise the child's efforts and highlight any

improvements in behaviour, a behaviour plan may need to be drawn up for consistent poor behaviour.

Step 1
Warning given.
Pupil is reminded of the rule being broken and behaviour expectations.

Step 2
Pupil's name tag will be placed on the yellow step of our behaviour chart.
Pupil is reminded of the rule being broken and sanctions below are applied as necessary.

Sanctions	
Withdrawal of privileges e.g. Golden Time	Temporary separation from peers e.g. move seats
Missing part of their break time e.g. time out at the wall, break time in a designated area separate from their peers, detention in another class for some playtime.	Unfinished work as a result of lack of cooperation will be sent home to be completed/completed during detention
Other sanctions at teacher's discretion	

Step 3
Pupil's name tag will be placed on the orange step of our behaviour chart.
Parents will be informed by the class teacher.

Sanctions	
Withdrawal of privileges e.g. Class treats/extra-curricular activities	Missing part of their break time e.g. time out at the wall, break time in a designated area separate from their peers, detention in another class for some playtime.
Referral to another teacher/classroom	Reflection page to be completed in the other class/at home/detention. To be signed by parents.

Step 4
Pupil's name tag will be placed on the red step of our behaviour chart.

Pupil will be referred to the school principal.
The principal will formally communicate with the parents.

Sanctions

<p>The pupil may be put on a behaviour plan. This is followed by a period of close monitoring. When behaviour is improved, monitoring is scaled down.</p>	<p>Missing part of their break time e.g. time out at the wall, break time in a designated area separate from their peers, detention in another class for some playtime.</p>
<p>Withdrawal of privileges e.g. school tour</p>	<p>Suspension</p>
<p>Referral to the Chairperson or other members of the Board of Management</p>	<p>Expulsion</p>

Very serious misbehaviour will be placed on the red step of our behaviour chart and will be dealt with by the principal immediately. A suspension may be sanctioned.

Examples include:

Constantly disruptive in class	Damaging property
Telling lies to the detriment of others	Bullying (Anti-bullying policy)
Stealing	Leaving school premises without permission
Using disrespectful / sexualised/ abusive language	Using electronic devices without staff permission
Injuring a pupil	Threatening/aggressive behaviour

Gross Misbehaviour: The Principal and Chairperson are informed immediately and suspension/expulsion may be sanctioned.

Examples of Gross misbehaviour include:

Bringing weapons or illegal substances to school	Aggressive, threatening or dangerous behaviour
Persistently engaging in dangerous or inappropriate activities	Deliberate physical aggression, injuring any member of the school

	community
Persistent incidences of serious misbehaviour or disrespect	

Where behaviour is more serious or persistent, it will be necessary to involve others including the principal, parent and the Board of Management. The principal and staff may also seek assistance from outside agencies such as NEPS, OIDE, HSE, TÚSLA, CPSMA, Gardaí. Suspension/expulsion- will be guided by the NEWB's Developing a Code of Behaviour: Guidelines for Schools.

Suspension

- Before serious sanctions such as a suspension or expulsion are used the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or written, depending on the circumstances.
- For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents will be contacted or may be invited to come to the school to discuss their child's case.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and parents will be requested to attend the school to meet the Chairperson and principal (and teacher if necessary). 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.
- To ensure that order and discipline are maintained and secure the health and safety of the school community, the Board has deferred responsibility to the principal to sanction an immediate suspension for a period not exceeding 3 school days, pending a discussion of the matter with the parents.
- Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act 2000, the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.
- When a pupil is suspended, the parents may be requested to remove the pupil from the school. The principal may meet with the

parents to outline the decision to implement the suspension and will present the parent/guardians with a written statement of the terms, duration and date of the termination of the suspension.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, parents 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 and will not have a seriously detrimental effect on the education of other pupils. The principal in consultation with the class teacher and pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required and will re-admit the pupil formally to the class. Where a satisfactory resolution of the problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the Chairperson of the Board and the principal.

Expulsion

Expulsion will be considered in an extreme case in accordance with Rule 130 (6) i.e. "No pupil can be struck off the rolls for breaches of discipline without prior consent of the patron and until alternative arrangements are made for enrolment of the pupil at another suitable school in the locality". Before expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act. The decision to expel will take effect 20 days after the NEWB has received notification in writing. Where the school has expelled a pupil and all appeals processes both internal and external have been exhausted, the student's expulsion will be reported on the student absence report form. This sanction will be imposed under the terms of the Education Welfare Act (2000).

Suspension/ expulsion procedures are in accordance with the Education Act 1998.

Children with Additional 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 additional needs may require assistance in understanding certain rules. Where applicable, 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 assist in informing decisions.

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**.

Board of Management's Responsibilities

- Provide a comfortable, safe environment
- Support the principal and staff in implementing the code
- Ratify the code
- Ensure the code is communicated to the whole school community
- Review of the Code of Behaviour Policy

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

- Understand that the school has a duty of care to all its pupils and staff members
- 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
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be interested in, support and encourage their children's school work
- Be familiar with all school policies and procedures available on the school website and support their implementation
- Be courteous and respectful towards pupils and staff
- Cooperate with teachers in instances where their child's behaviour is causing difficulties. A high level of cooperation and open communication is seen as a vital factor in encouraging positive behaviour in school.
- 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)
- Supervise and sign homework

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

Communication

This policy will be available in the Plean Scoile and on the school website.

Responsibility for Review:

All members of staff, Parent Association and BoM.

Timeframe for Review:

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

Next review: June 2025

Code of Behaviour

Ratified by the Board of Management on 23/4/2024 (Date)

Signed: *Sadain Kellee* (Chairperson, Board of Management)