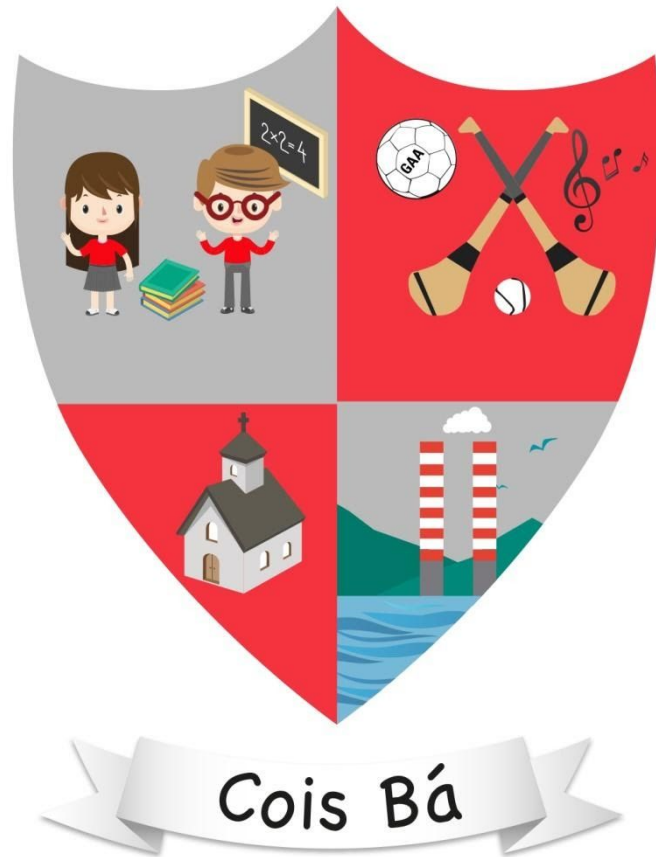


# Bayside Senior National School

*Scoil Mhuire agus Iosef Sinsear*



## Policy for Good Behaviour

## 1. Code of Behaviour

- I. The Code of Behaviour for Bayside Senior National School was originally drafted in 1990 / 1991 and revised on a number of occasions since. This review was carried out during 2020.
- II. In formulating this policy the representatives of Parents Association, the teaching staff and the Board of Management have all been consulted prior to its adoption. Consideration has been given to the particular needs and circumstances of this school.
- III. At all times the guiding principle has been to ensure the individuality of each child is accommodated while, at the same time, acknowledging the right of each child to education in a relatively disruptive – free environment.

## 2. The School's Code of Behaviour will seek to achieve a high level of respect and co-operation between all members of the school community in order to create a learning and teaching environment for pupils and staff which is positive, encouraging and respectful of each individual. This is integral to the ethos of the school. That ethos is one which:

- I. Values each individual child for who they are.
- II. Seeks to create a harmonious environment between the various members of the school community with a view to nurturing each pupil's potential.
- III. Cultivates an atmosphere which is **positive**, encouraging and respectful of each individual.

## 3. Aims:

The aims of the school's Code of Behaviour are as follows:

- I. To help create a **positive** learning and teaching environment in which every pupil can progress in all aspects of their development.
- II. To allow the school to operate in a harmonious way for the benefit of all.
- III. To promote an atmosphere of respect, tolerance and consideration for others.
- IV. To help the pupils become self-disciplined and to promote **positive** and good standards of behaviour while recognizing the difference between children and the need to accommodate these differences.
- V. To ensure the safety and well-being of all members of the school community.
- VI. To assist parents and pupils in understanding the systems and procedures that are part of the Code of Behaviour and to seek their co-operation in the application of the said procedures.
- VII. To ensure that the system of rules, rewards and sanctions are applied in a fair and consistent manner.

#### 4. Guidelines:

The school promotes positive behaviour and recognises and rewards good behaviour. It is recognised that there will be instances of inappropriate behaviour on occasion.

- I. The overall responsibility for discipline within the school rests with the Principal.
- II. Each teacher has responsibility for the maintenance of discipline within his/her classroom, while sharing a common responsibility for good order within the school premises.
- III. Where more serious instances of misbehaviour occur each teacher will implement the 'Yellow/ Red Card' system and each teacher will have a list to record behaviour (yellow/red card).
- IV. There will be a Designated Behaviour Teacher (DBT) per standard.
- V. The DBT monitors the other classes behaviour record fortnightly (or as required )
- VI. There will be a folder containing additional work and copies of red/yellow cards in each standard.
- VII. The Deputy Principal and/ Designated Teacher can make positive phone calls to parents of logged children to inform them of improved behaviour.
- VIII. The Code will seek to accommodate children's individual differences and needs.
- IX. Efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil.
- X. Each child is expected to be well behaved and to show consideration, courtesy and respect for other children and adults at all times.
- XI. Each child is expected to show respect for the property of the school, other people's belongings and their own belongings.
- XII. Each child is expected to attend school on a regular basis and to be punctual.
- XIII. Each child is expected to do his/her best both in school and for homework.
- XIV. A group of students, representative of the entire student body, will meet with the designated teachers to discuss behaviour issues within the school at least once a term.

## 5. Procedures for Positive Behaviour

What follows is an outline of procedures for the classroom, school playground and school environment that set a positive atmosphere in relation to pupil learning, behaviour and achievement.

### I. Classroom

Focus on positive behaviour including, for example, class discussion, chart outlining same in classroom and poster competition.

- a) Courtesy and respect towards other pupils and staff is expected at all times.
- b) Pupils must respect the rights of others to learn at all times.
- c) Full co-operation with the teacher is required from pupils.
- d) Pupils should act in a safe and responsible manner and co-operate fully with staff at all times.
  - In class pupils should
  - Only leave their places at the direction of the teacher and never when the teacher is absent from the room.
  - In class children must walk in a safe manner.
  - Should sit in a manner which is safe for themselves and others.
  - Never throw objects in class.
  - Handle items of a scientific or mathematical nature at the direction of the teacher.
- e) Classroom noise should be at a level which is in keeping with the nature of the activity in progress
- f) Pupils should never use abusive or insulting language and must use appropriate language at all times.

### II. School Playground:

- a) Pupils should treat others as they would like to be treated themselves.
- b) Pupils must avoid any behaviour which endangers others.
- c) Pupils must stay in their own designated area of the playground.
- d) Pupils must not leave the playground for any reason during breaks without the permission of the supervising teacher. This includes re-entering the school building.
- e) Behaviour which interferes with the safe enjoyment of the playground by other pupils is not permitted.
- f) Rough behaviour e.g. fighting, kicking, spitting, pushing, shoving etc. is not permitted. Games considered to be dangerous will not be permitted.
- g) Pupils should never use abusive or insulting language and must use appropriate language at all times.

### III. General School Environment:

#### a) Toilets:

- One child at a time in each toilet
- Pupils should be mindful of the need for personal hygiene.
- Pupils should leave the toilet areas as they would like them to be left for them.

#### b) Corridors:

- Pupils should walk at all times when moving through the school.
- Classes should always proceed in a line through the corridors and, as far as possible, keep to the left-hand side of the corridor.
- Courtesy towards fellow pupils, school staff and visitors is expected at all times.

#### c) General Considerations:

- Pupils should show respect for school property of whatever kind at all times.
- Respect and sensitivity to others are the fundamental rules.

### 6. Attendance:

Pupils are required to be regular in their attendance at school.

After a pupil has been absent, a note from the parents / guardians should always be given to the class teacher upon the pupil's return to school. It will be sufficient if such note is written in the homework journal. The class teacher is to record the reason for the absence on the Aladdin system.

When a pupil has to leave school early (i.e. before 14.40) a note from the parents / guardians should be given to the class teacher. The pupil must then be collected from school by the parent / guardian or some person nominated in writing to collect the pupil. The child must be signed out in the book in the foyer.

Pupils should be in time for school each day. School opens to receive pupils at 9.00 each morning.

Being absent from school without parental consent ("mitching") is considered a serious matter. Instances of such behaviour will be reported to the Board of Management and the Education Welfare Officer.

#### 6. a) Notification of absences to N.E.W.B. / Tusla

When a child has been absent for 20 days in a school year the school must report this to Tusla (formerly NEWB).

## 7. Homework:

It is the policy of the school to assign homework on a regular basis. All homework should be done promptly, neatly and completely. Parents should sign the homework journal to confirm that all homework has been completed. Homework may include memorization, written and /or oral language assignments and other tasks. If homework cannot be completed – for whatever reason – this should be noted by parents in the homework journal.

## 8. Responses to Good Behaviour:

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly and safe atmosphere for learning will involve the use of:

- Encouragement
- Acknowledgement and praise
- Rewards for good behaviour – green cards

To this end, the school has instituted a *Code of Behaviour* programme (see appendix 1) which involves

- ❖ A clear exposition of rules and the behaviour expected.
- ❖ A set of clearly defined rewards for continuous good behaviour
- ❖ A set of clearly defined sanctions for breaches of the rules

Where sanctions are involved it is important that pupils understand that it is the misbehaviour that is rejected as unacceptable and not the pupil.

Some challenging behaviour may occur as a result of a condition over which the child has little or no control. Such situations will be dealt with as sensitively as possible by the teachers whilst in no way diminishing the breach. In serious cases appropriate help, from relevant professionals, will be sought in consultation with the individual pupil's parents / guardians.

## 9. Strategies for dealing with inappropriate behaviour:

The following is a list of these strategies which may be used to deal with misbehaviour

- Reasoning with the pupil
- Reprimand (including advice on how to improve)
- Temporary separation from peers, friends or others
- Loss of privileges
- Prescribing additional work
- Referral to senior staff (Principal, *Deputy-Principal, Designated Teacher or other colleague*)
- Detention during a break
- Communication with parents

The above strategies need not necessarily be implemented in the above order. In case of repeated instances of misbehaviour a meeting with the Parents, Chairperson of the Board of Management and the Principal will take place. If the parents / guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may have to be suspended.

### Suspensions and Expulsions

Suspensions and Expulsions are rare in primary schools. In the event that these are required, Suspensions will occur in accordance with Chapters 10 and 11, Developing a Code of Behaviour: Guidelines for Schools and Expulsions will occur in accordance with Chapters 10 and 12, Developing a Code of Behaviour: Guidelines for Schools.

#### 10. Suspension of Pupils:

The Board of Management of a recognized school has the authority to suspend a student. Suspension is defined as *“requiring the student to absent himself / herself from the school for a specified, limited period of school days.”*

The Board of Management may delegate the authority to the Principal to suspend for a very limited duration. In exceptional circumstances an immediate suspension may be imposed by the Principal.

Suspensions normally will take place once the parents / guardians concerned have been previously communicated with and invited to come to the school to discuss their child’s behaviour.

In the case of a gross and serious misbehaviour the Board will authorize the Chairperson or Principal to order an immediate temporary suspension, pending a discussion of the matter with the parents.

Aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as serious or gross misbehaviour, depending on the circumstances.

#### Expulsion:

Expulsion may be considered in an extreme case in accordance with Chapter 12 Developing a Code of Behaviour: Guidelines for Schools. A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the *Education (Welfare) Act 2000*. The Board of Management of a recognised school has the authority to expel a student.

A proposal to expel a student requires serious grounds such as that:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety
- The student is responsible for serious damage to property.

#### Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code include:

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

#### Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student (see 10.3 and 10.4 for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student (see 10.3 and 10.4 for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel. These procedures assume that the Board of Management is the decision-making body in relation to expulsions.



## Appeals:

### *Section 29 of the Education Act*

A parent may appeal a decision to suspend a student as follows:

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal.

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

## 11. Methods for Recording breaches of behaviour

### I. Class:

The class teacher will keep a written factual record *of yellow / red category of misbehaviour which will be accessible to the Principal.*

*The Principal should be informed immediately of any gross misbehaviour.*

*The Deputy Principal /DBT should be informed of repeated instances of misbehaviour of a minor nature which may evidence a pattern of disruption, such as to deprive others of opportunities for learning.*

## II. School Playground:

Instances of misbehaviour in yard sufficient to merit a reprimand and breaches of the yard rules should be noted in the yard note-book and a *Yellow / Red card will be issued.*

*The relevant class teacher should receive the Yellow / Red card issued by the supervising teacher.*

*The class teacher will record incident in class log.*

*The Principal's Deputy Principal's /DBT's attention will be drawn to any pupils who repeatedly appear in the note-book.*

Incidents of a serious nature must be immediately referred to the *Principal* as well as being noted in the note-book.

## General School Environment:

It is the responsibility of all the teachers to ensure a positive ethos is maintained in the school and to this end they should deal with any breach of rule observed anywhere within the school environment. Such instances should be reported to the class teacher for noting where appropriate.

### 12. Anti-Bullying Policy:

The school aims to promote and foster an atmosphere of mutual respect, care, trust and consideration. The S.P.H.E. programme encourages and re-inforces this atmosphere.

However bullying may occur from time to time. The children are made aware that bullying in any form is unacceptable.

All allegations of bullying will be investigated and the procedures contained within the schools' "Policy on Bullying" will be followed.

### Conclusion:

We in Bayside Senior School aim to promote an environment of respect for each individual.

The most effective schools are those with the best relationships between parents/guardians and the school.

The school will provide a welcoming atmosphere towards parents / guardians.

Every effort will be made to ensure that parents/guardians are kept well informed.

To maintain our high standards we must rely on the support and co-operation of the parents.

We would earnestly ask parents / guardians to: -

- Familiarize themselves with the school's policy document in relation to good behaviour.
- Co-operate with the school in implementing the policy.
- Communicate regularly with the school about factors likely to affect the behaviour of their children in school.

### Ratification:

Following consultation with members of staff and the Parents Association of Bayside Schools this code was ratified by the Board of Management on the 11<sup>th</sup> November 2013.

Signed:

  
Oliver Flynn,  
Chairman, Board of Management

This code will be reviewed *as required*.

The Board of Management at its meeting on May 28<sup>th</sup>, 2015 noted the requirement to update sections as required by Guidelines for Schools.

Following review the Code of Behaviour was ratified by the Board of Management at its meeting of January 23<sup>rd</sup>, 2017.

Following review in 2020 the Code of Behaviour was updated with positive green cards for behaviour and yard points to reinforce positive behaviour at break times.

Signed:

# Appendix

## Code of Behaviour

*What is it?*

*A programme which focuses on positive behaviour and is designed to encourage compliance with school rules.*

*Central Concept:*

No child has to misbehave. A child who misbehaves makes a clear choice to do so.

The system is based on encouraging and rewarding good behaviour. However sanctions are also used when they are necessary.

One basic idea is “two to one”. Each time a child is reprimanded an effort is made to commend the good behaviour of two others. In this way it is hoped that children who are attentive and co-operative receive more attention than those who misbehave.

There are three elements to the programme:

- a) Rules
- b) Rewards
- c) Sanctions

It will cover three areas of school life i.e.

- a) Yard
- b) Classroom
- c) Corridors, hall, library and computer room.

### *\*Positive Behaviour for Learning:*

- *Green Card*
- *Red and Yellow cards*

#### *\*Green Card*

*Issued for good behaviour: 3 green cards – Principal's award and homework pass.*

#### *\*Straight Red Card*

*Issued for a gross misbehaviour: Principal informed immediately, student's parents called in for meeting, red card signed by parents, possible detention/sent to another class and given suitable work*

#### *\*Cumulative Red Card:*

*Issued for cumulative misbehaviour (2 previous yellow cards within a fortnight) Deputy Principal /DBT informed, phone call made to parents and red card note sent home, possible detention/ essay/ sent to another class and given suitable work.*

#### *\*Yellow Card (1)*

*The child's first yellow card will be sent home to parents/guardians, explaining why it was issued. This must be signed and returned to class teacher.*

#### *\*Yellow Card (2)*

*Second yellow card will be sent home to parents/guardians, along with additional homework for the child to complete.*

- *Whole School homework pass:*

*Any child who has not received a red/yellow card up to e.g. the last Wednesday of the month receives a homework pass on all written homework for that night.*

*A child who has not been awarded this homework pass may benefit similarly on another occasion.*

*There may be other rewards given by Principal/ Deputy Principal / DBT or individual teachers.*



**G 😊 😊 D**  
**BEHAVIOUR AWARD**

*This award is presented to*

.....

*for being on your best behaviour 😊*

*Date .....*

*Given by .....*

## Yellow Card

I received this yellow card because:

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How should I have behaved?:

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## Yellow Card

I received this yellow card because:

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How should I have behaved?:

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## Red Card

I received this red card because:

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How should I have behaved?:

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## Red Card

I received this red card because:

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How should I have behaved?:

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## A Red Card

This red card for continuous misbehaviour  
has been given to:

\_\_\_\_\_ on \_\_\_\_\_  
for \_\_\_\_\_

This student has already been given two yellow cards but  
has continued to make the wrong choices. This requires an  
appropriate response.

\_\_\_\_\_  
Designated Behaviour Team

Dear Deputy Principal,  
I have read the above letter about my child's Red Card.

\_\_\_\_\_  
Parent/Guardian

## A Red Card

This red card for gross misbehaviour  
has been given to:

\_\_\_\_\_ on \_\_\_\_\_  
for \_\_\_\_\_

This student has been given a red card for gross  
misbehaviour. This requires and appropriate response.

\_\_\_\_\_  
Principal

Dear Principal,  
I have read the above letter about my child's Red Card.

\_\_\_\_\_  
Parent/Guardian

## A Yellow Card

This yellow card for misbehaviour has been given to:

\_\_\_\_\_ on \_\_\_\_\_

\_\_\_\_\_ for \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This student has been given a yellow card for making the wrong choices. Please sign below and return to the class teacher.

\_\_\_\_\_ Designated Behaviour Team

Dear Deputy Principal,  
I have read the above letter about my child's Yellow Card.

\_\_\_\_\_ Parent/Guardian

## A Yellow Card

This yellow card for continuous misbehaviour has been given to:

\_\_\_\_\_ on \_\_\_\_\_

\_\_\_\_\_ for \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This student has been given a yellow card for making the wrong choices. They have been issued with additional homework. Please sign below and return to the class teacher.

\_\_\_\_\_ Designated Behaviour Team

Dear Deputy Principal,  
I have read the above letter about my child's Yellow Card.

\_\_\_\_\_ Parent/Guardian



Teacher: \_\_\_\_\_

Date	Pupil's Name	Card	Explanation

# Red/Yellow card behaviour

**Straight Red card** – Issued for a gross misbehaviour, principal informed immediately, students parents called in for meeting, red card signed by parents, possible detention?

**Cumulative Red Card** - issued for cumulative misbehaviour (2 previous yellows within a fortnight), Deputy Principal informed, red card note sent home, possible detention/essay.

**Yellow card (1)** – If it's the child's first yellow card, it is sent home to parents, explaining why it was issued and it must be signed and returned to class teacher.

**Yellow card (2)** – If it's the child's second yellow card, it is sent home to parents, along with additional homework for the child to complete.

**School wide homework pass** - Any child whom has not received a red/yellow card up to the e.g. last Wednesday of the month receives a homework pass on all written homework for that night.

- Designated 'discipline' teacher per standard
- Each teacher will have a class logbook to record behaviour
- Deputy Principal monitors teachers logbooks fortnightly (unless otherwise informed) – can also be added to Aladdin.
- Deputy principal can make phone calls to parents of logged children to inform them of improved behaviour.

## Behaviour for Learning cards

<u>Yellow card offences</u>	<u>Red card offences</u>
<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Persistent chair swinging</li> <li>• Shouting out</li> <li>• Chatting in class</li> <li>• Distracting others</li> <li>• Leaving seat without permission</li> <li>• Incomplete homework</li> <li>• Answering back/Cheeky</li> <li>• Ignoring instructions</li> <li>• Grimacing/eye rolling</li> <li>• Being disrespectful to others*</li> <li>• Wearing make-up</li> <li>• Coats/extra jumpers in class</li> <li>• Phone going off in class</li> <li>• Lack of discipline walking in line</li> <li>• Wasting time changing/walking back to class</li> <li>• Disrespecting property</li> <li>• Misbehaving on 'sick' bench</li> <li>• Ruling others games</li> <li>• Running in walking area</li> <li>• Fighting/pushing/rough play</li> <li>• Name calling*</li> <li>• Playing banned games</li> <li>• Entering prohibited areas</li> <li>• Chewing gum</li> <li>• Talking after 2<sup>nd</sup> bell</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Spitting</li> <li>• Violent behaviour</li> <li>• Disrespecting property</li> <li>• Throwing causing injury</li> <li>• Answering back/Cheeky</li> <li>• Ignoring instructions</li> <li>• Entering school without permission</li> <li>• Fighting/Pushing</li> <li>• Bad Language</li> <li>• Forgery</li> </ul> <p>* These behaviours will be dealt with separately under new bullying policy.</p> <p>** It is at the discretion of the teacher as to whether the misbehaviour warrants a verbal warning prior to a yellow card being issued.</p>

## Am I.....?

- Sitting nicely, ready to learn?
- Working to the best of my ability?
- Respecting people and property?
- Playing fairly and nicely in the yard?
- Listening carefully?
- Following instructions?
- Wearing all of my uniform?
- Walking properly through the school?

\* Something similar to this as a visual reminder in each class? – positive rather than list of don'ts

# Rules for School Yard

1. Respect all other users of the yard – pupils and staff.
2. Play safely and with consideration for others.
3. All areas marked with yellow hatching are out of bounds.
4. During break – time it is important that you stay in your own yard unless you have the permission of the teacher on duty to leave.
5. Any activity which involves striking another is forbidden.
6. The walking area may only be used for games where they do not involve running.
7. The railings and steps are out of bounds.
8. At the end of break the first bell will sound. Pupils then make their way quickly and quietly to their line.
9. When the second bell sounds all pupils should be standing quietly in a straight line.
10. Walk quietly in line to your own class

**The above rules are there for your safety and security.**  
**Please obey them.**



# **Rialacha do Chlós na Scoile**

1. Taispeáin meas agus cuirtéis do gach éinne eile a bhíonn sa chlós – idir daltaí agus foireann.
2. Bí ag sugradh go cúrmach agus go tuisceanach.
3. Seachain i gconaí na boscaí buí.
4. I rith am sosa tá sé tabhachtach go gcloíonn daltaí lena gclós féin muna bhfuil cead acu é a fhágáil ón múinteoir atá i bhfeighil an chlóis.
5. Ní ceadaítear aon ghníomhaíocht in mbuilear duine.
6. Ní feidir an limistéar siúil a úsáid ach amháin do chluichí nuair nach bhfuil aon rith san áireamh.
7. Tá na ráillí, na céimeanna agus an balla tosaigh thar teorainn.
8. Ag deireadh am sosa buailfear an chéad chlog. Rachaidh gach dalta go mear agus go ciúin go dtí a line féin.
9. Nuair a bhuaileann an dara chlog ba choir go mbeidh gach dalta ag seasamh ina line féin go ciúin.
10. Siúl isteach i do line féin agus bígí ciúin

**Tá na rialacha thuas ann chun**  
**sábháilteacht gach dalta a chothú.**  
**Le bhur dtoil comhlíon iad.**

Date/week \_\_\_\_\_

10 points for 1<sup>st</sup>, 8 for 2<sup>nd</sup> and 6 for 3<sup>rd</sup>

Class/Teacher:				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				