



Code of Behaviour / Discipline Policy

Introductory Statement:

This policy was devised and formulated over time by the whole school community, involving the Board of Management, Parents and Staff of St. Philip the Apostle J.N.S. in accordance with the Rules and Regulations of the Department of Education and Science.

Rationale:

St. Philip the Apostle Junior National School will continually do our utmost to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption-free environment. This is in accordance with the school's vision statement which:

Seeks to foster a safe, secure, calm and happy atmosphere in which the dignity of every person will be valued, respected and cherished. Our aim is the pursuit of excellence through a well-rounded education that caters for the spiritual, physical, emotional and intellectual needs of the children. We also endeavour to promote a friendly and constructive relationship between home and school.

The school recognises the variety of differences that exist between children and the need to accommodate these differences. This policy/code offers a positive approach to the question of behaviour in the school and a framework within which positive strategies of motivation and encouragement are utilised by teachers. However the policy also recognises that there are times when it may be necessary to impose sanctions in order to maintain a gentle, ordered and safe ethos throughout the school. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents.

Aims:

- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To develop pupils' consideration, respect and tolerance for others.
- To promote self-discipline in pupils recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well-being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the policy on Behaviour and to seek cooperation in the application of these procedures



Our Discipline Code in the classroom and around the school

1. Do as the teacher asks you.
2. Know when...to take turns, to talk, to listen.
3. Do the best in all that you can.
4. Work and play quietly.
5. Move and walk quietly.
6. Help to keep the class and toilets tidy.

Our Discipline Code in the yard: Play safe, play fair, and show you care.

1. Play Safe – walk, stay in the correct (designated) area. When the bell rings, Freeze, and then walk to the line up area.
2. Play Fair – Do not hurt anyone...
3. Show you care – Allow others to have fun at yard/play time.

Promotion of positive behaviour.

Members of our school community are encouraged to seek out, encourage and reinforce the positive actions of others. Staff, for example, make a point of trying to observe children being good and praise them or reward them for this, placing the focus of attention in the classroom on the majority of children who behave appropriately.

*A period is set-aside at the end of each week for “golden time”. During this period, children engage in fun activities as a reward for their positive efforts.

Social, personal and health education (SPHE) is taught in all classes. The Primary Curriculum (1999) states that SPHE: “fosters the personal development, health and well-being of the child and helps him/her to become an active and responsible citizen in society”. Many of the skills fostered by the SPHE program, such as decision-making, conflict resolution, communication and self-awareness are central to the promotion of positive behaviour within the school.

Approaches such as talk and discussion (Circle Time), drama and co-operative games are used to achieve the objectives of the SPHE curriculum. Children are aware that misbehaviour has clear, consistent consequences and that failure to keep rules or to behave well will incur consequences. This is a way of holding children accountable for their behaviour and promoting self-discipline. Individual records of breaches of behaviour, both in the classroom and in the yard, are kept and maintained by the class teacher and Principal.

Children are responsible for their own behaviour, and we ask that parents support the staff’s efforts to maintain discipline.

Procedures for prevention of breaches of discipline

- Learning time interspersed with physical activity and movement e.g. going for a walk around the school or visiting another class.
- Children are brought to and from the hall/yard in an orderly manner always led by their teacher.
- Each teacher ensures that his/her class is released to a supervised yard.
- Planned activities are arranged for indoor playtime if the weather is inclement or changeable.



- Good toilet procedure, one pupil at a time in the toilet area.
- Every afternoon pupils leave the class as tidy as they found it in the morning
- Being careful with lunches, equipment, and putting things back carefully
- Staff can keep the room aired as this helps to maintain good discipline
- Promotion of healthy eating

Procedure for breaches of discipline:

A number of supports are in place in order to deal quickly with any breach in discipline. All teachers should familiarise themselves with the **categorisation of minor misbehaviour and serious misbehaviour in Appendix A**. It is of note that repeated minor misbehaviours are categorised as a serious misbehaviour.

Teachers are encouraged to keep note of minor misbehaviour as they occur. A warning to the child can suffice, and/or an informal conversation with the child’s parents at the end of the school day where deemed necessary.

A teacher should consult with the Year Group Discipline Monitor when concerned about a child’s continued misbehaviour, or on the occurrence of a serious misbehaviour. Depending on the behaviour concerned or frequency of behaviour, the Year Group Discipline Monitor may deem it necessary to issue a Yellow Card to the child. This will be shared with the child’s parents/guardians.

It is encouraged that the Class Teacher would speak with the child’s parents when a yellow card is issued. If a child’s behaviour continues to be a concern, Class Teachers are encouraged to continue to seek the support of the Year Group Discipline Monitor. The Discipline Monitor may speak with the child concerned, or support the Class Teacher in meeting parents if necessary. The Year Group Discipline monitor will issue a second Yellow Card where necessary.

If repeated misbehaviours continue beyond these interventions, the Class Teacher and Discipline Monitor are encouraged to seek the Principal’s joint intervention. The Principal may seek to meet the parents of the child concerned with the Class Teacher/Year Group Discipline Monitor. Together, parents and staff will work towards a solution to address repeated bad behaviours. **A summary of possible procedures are listed in Appendix B.**

Discipline Monitors 2022-2023

<i>Junior Infants</i>	Ms. O Sullivan
<i>Senior Infants</i>	Ms. Scully
<i>First Class</i>	Ms. F. Hynes & Ms. F. Rynne
<i>Second Class</i>	Ms. Slattery



Suspension

A recurrence of serious breaches of discipline/bullying may lead to a suspension of 1-3 days. In rare instances, a very serious breach of discipline may warrant suspension. The Principal in consultation with the Chairperson has the authority to suspend for one day with immediate effect.

The following procedure will take place upon removing the suspension

- The pupil and his/her parent/guardian will meet with the principal
- Adequate recompense be decided and agreed
- The pupil and parents should sign the Code of Discipline
- Assurance given by pupil that the Code of Discipline will be observed, and that parent/guardian will co-operate in its observance.

Code of Conduct for Parents:

Parents are expected to:

- Ensure children attend school and are punctual.
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform.
- Support children as best as possible with their homework
- Be courteous towards pupils, staff and other parents.
- Make an appointment to meet with a teacher/the Principal through the office.
- Respect school property and encourage their children to do the same.
- Label their child's coats, jumpers/cardigans and other personal property
- Strictly supervise pre-school children when in the school.
- Collect children on time

Implementation

The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her own classroom, while sharing a common responsibility for good order within the school premises.

Role of the Board of Management

The Board of Management is supportive of the Principal and Teachers in applying this policy within the school. The policy will be implemented immediately on ratification. This policy will be reviewed and revised on a regular basis.



Review

A review of the school Discipline Policy took place in September & October 2022. The policy review included confirmation of Year Group Discipline Monitors for the School Year 2022-23. The policy was reviewed and ratified by the Board of Management in October 2022. The next review of this policy will take place in October 2023.

Signed: Fergus Hamill
Fergus Hamill
Chairperson

Signed: Ruth Molloy
Ruth Molloy
Principal

Date: 5th October 2022

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Appendix A

Some examples of Minor Misbehaviour

- 1) Disruption in class
- 2) Talking out of turn
- 3) Infringement of agreed rules
- 4) Name calling
- 5) Lying
- 6) Unruliness in corridors/school yard
- 7) Negative response to correction

Examples of Serious Misbehaviour

- 1) Constant repetition of the above (1-7)
- 2) Dangerous physical assault of another
- 3) Verbal abuse of a teacher/pupil
- 4) Vandalism
- 5) Theft
- 6) Constant defiance of teacher
- 7) Leaving school grounds without permission
- 8) Physical/Verbal bullying
- 9) Indecent language or behaviour towards another



Appendix B

Examples of Possible Procedures

1. Attempt to motivate in class
2. Sanctions in class
3. Informal chat with Parents in relation to recurring minor behaviours
4. Teacher consults Year Group Discipline Monitor
5. Child is mentored/monitored
6. Where appropriate, child receives help from learning support team
7. Class Teacher & Year Group Discipline Monitor meet with Parents
8. Principal involved

Principal involved

1. Informal warning to child
2. Informal warning to Parents
3. Principal & Board of Management involved- formal warning, or suspension if necessary.

Board of Management involved

1. Suspension with reference to NEWB Guidelines
2. Expulsion with reference to NEWB Guidelines