



St. N. Coill an Iarainn

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Code of Behaviour

Introductory Statement

The Code of Behaviour of SN Coill an Iarainn is the set of practices and procedures that we use to enhance the learning environment where pupils can make progress in all aspects of their development. Good behaviour is based on good relations between parents/guardians, pupils and the school.

In SN Coill an Iarainn, we hope to foster this ideal co-operation with our parents/guardians. We will ask all parents/guardians to sign a code of behaviour as a commitment to helping their child to adhere to the school rules and engage in positive behaviour. We hope to adopt a Code of Behaviour with emphasis on encouragement and reward so that positive behaviour can prevail in our school.

This policy will be reviewed on a regular basis, by the principal, ISM team and classroom teachers. It will be posted in draft format on the school website for consultation with the parents. It will then be reviewed and ratified by the Chairperson of the Board of Management. There may be occasions where it is deemed necessary to review the Code of Behaviour as situations arise. This is due to the developmental nature of the school.

Rationale

All schools have a responsibility to devise a Code of Behaviour to promote positive behaviour and to allow the school to function in an orderly and harmonious way. The staff and management of SN Coill an Iarainn acknowledge the importance of the promotion of positive behaviour to create a safe and effective school environment. SN Coill an Iarainn welcomes pupils from all backgrounds. Our school aims to provide a safe, happy and secure learning environment where all members of the school community work in partnership.

- Promote positive behaviour.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- Promote conflict resolution.
- Discourage physical aggression and promote the school rules.
- Communicate positive behaviour with home through the use of certificates, postcards/notes or Class Dojo.
- Maintain a focus on academic achievement and differentiate as required.
- Collect data on incidences of misbehaviour

School Rules

These School Rules are taught in all classes throughout the school. They form the basis of our Code of Behaviour.

- We listen
- We are gentle
- We are honest
- We are kind
- We work hard
- We look after property
- We are respectful
- We are responsible

These rules are displayed throughout the school

Classroom Rules

At the beginning of each year, each class teacher may draw up a set of class rules with the pupils, based on the School Rules. Class rules should be agreed upon as a class and should be devised with regards to the health, safety and welfare of all members of the school community. All rules should emphasise positive behaviour (e.g. “Walk” and not “Don’t run”). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual needs.

Whole School Reward System

In SN Coill an Iarainn we use a whole school reward system to promote positive behaviour throughout the school, to create bonds between class levels and to provide a sense of belonging outside of the regular class group. We have four group houses in our school, Leinster, Connacht, Ulster and Munster. The pupils in each class are divided into four groups and each group belongs to a school house. Pupils have the opportunity to win points (sliotars) for their house through positive behaviour and at every assembly, the group with the highest points will get a group reward.

The following are some samples of when House Points may be given:

- A pupil is extra kind to another member of the school community
- A pupil makes an extra effort to participate in class discussion, group work
- A pupil achieves a goal or a target they had set
- A pupil makes an extra special effort to contribute to the class in some way
- A pupil goes above and beyond what is expected

Preventing Concerning Behaviour

In an effort to prevent concerning behaviour, a three-tiered proactive system for supporting pupils to display positive behaviour will be used.

Tier 1: Primary Prevention for all:

Behaviour expectations will be explicitly taught by the class teacher at the beginning of the school year and regularly revised through the SPHE programme. Positive behaviour will also be taught during the 10-week Restorative Practice Programme for pupils. Teachers will focus on relationship building between pupils, and between staff and pupils using Restorative Practice. Pupils will be taught relevant social skills, be provided with regular positive reinforcement for expected behaviour and learning environments that discourage inappropriate behaviour will be emphasised.

The above is not an exhaustive list of examples of minor, serious and gross misbehaviours. The teacher, ISM team member and/or Principal will have the ultimate authority on what constitutes a misbehaviour and how a misbehaviour is classified.

Managing Poor Behaviour:

All members of staff have a shared responsibility in operating the school's Code of Behaviour. Visiting staff are expected to abide by SN Coill an Iarainn's Code of Behaviour and are also asked to familiarise themselves with the School's Anti - Bullying, SEN, SPHE and Anti – Racism and Equality Policies.

The staff member who has dealt with or observed a concerning behaviour will communicate incidents of notable concern to the class teacher. Interventions are used in the school as part of a plan to change behaviour and are used as part of a wider plan to help the pupil learn. Interventions are used in a respectful way that helps the pupils to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

Teachers are aware that interventions should

- Diffuse and not escalate the situation
- Preserve the dignity of all parties
- Be applied in a fair and consistent way
- Be restorative
- Be timely

The class teacher deals with most incidents of concern. Pupils may receive a chance to correct the concerning behaviour with the help of the teacher. A variety of different interventions/strategies may be used:

- Initially ignoring concerning behaviour and praising positive behaviour
- Gentle reminder of the rules
- Talking to the student, using restorative questions
- Move place/seat in class
- Time out, students will be asked to move to another area of the classroom or sit on their own
- Time out, in another classroom
- Reflection sheet, using restorative questions

- Incidents on the playground: Each staff member on the playground has the responsibility to record any incidents relating to the inappropriate behaviour of pupil(s) using Yard Books for their specific yard area.
- Incidents that take place in the classroom: Classroom incidents of misbehaviour should be recorded and stored in the pupil's class file on Aladdin.

Individual Behaviour Plans

If a pupil is not responding positively to class supports in relation to their behaviour, the class teacher, supporting ISM team member and School Principal will begin the process of introducing an Individual Behaviour Plan for the pupil. This will be a personalised plan to meet the needs of the individual pupil and will be formulated in conjunction with the parents/guardians and the pupil. Individual Behaviour Plans will be reviewed after an agreed period of time.

In the event that an Individual Behaviour Plan is put in place and there is no marked improvement in the pupil's behaviour, the following steps will be taken:

- The teacher and principal will meet the pupil's parents/guardians again and the plan will be revised. There will be regular communication between school and home regarding the pupil's behaviour.
- The school reserves the right to arrange a meeting with the parents/guardians of a pupil at any time, should the pupil's behaviour be deemed unacceptable
- If a parent/guardian refuses to meet with the class teacher and the School Principal, the issue will be referred to the Board of Management and will be regarded as a serious breach of cooperation in our Code of Behaviour.

Field Trips

If a pupil's behaviour is considered to be a health and safety risk to themselves or others, they will not be permitted to go on field trips. In addition to this, pupils who engage in continuous misbehaviour may not be permitted to go on field trips.

When a child is suspended from school their parents/guardians will receive written notification confirming;

- The period of suspension and dates.
- Reasons for suspension.
- Any programme to be followed by the pupil
- Arrangements for returning to school including any commitments to be entered into by the pupils and parents.
- Provision of appeal to the BOM
- Notification of right to Section 29 appeal if total number of days suspension exceed 20.

Removal of Suspension

Following a period of suspension, a meeting will be held between the principal, relevant staff, parent(s)/guardian(s) and pupil. The purpose of this meeting is to ensure the successful reintegration of the pupil to the school and provide supports where needed. The parent/guardian 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 relevant teacher will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Expulsion

Expulsion may be considered in an extreme case of gross misbehaviour or in the event of repeated suspensions, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board of Management shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act. Procedures for expulsion will be followed according to the national guidelines Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, p.66-68 and p.70-78.

Grounds for expulsion include but are not limited to the following:

- behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process

- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?
- What has been the hardest thing for you?

2. Negotiation:

The pupils are taught the skills needed to negotiate with others in times of conflict. We teach the pupils to clearly communicate if another pupil is behaving in a way that is upsetting them. The pupils are taught to say “Stop” if someone is annoying or upsetting them. Through the SPHE programme, pupils are also taught to “Say No, Get Away and Tell” if they find themselves in a conflict situation.

3. Arbitration:

Unfortunately, not all conflicts are resolved through mediation and negotiation. Sometimes conflicts are resolved through arbitration where the teacher or principal intervenes and decides whether sanctions are necessary to end a conflict.

Unacceptable Behaviour:

Three levels of misbehaviour are recognised: minor, serious and gross. All everyday incidents of a minor nature are dealt with by the class teacher, or other supervising teacher at break-times. In cases of serious misbehaviour, the pupil is referred to the ISM team member assigned to the class level to discuss their behaviour. In cases of repeated serious misbehaviour or single incidents of gross misbehaviour parents/guardians will be involved and invited to meet with the teacher and principal to discuss the pupil’s behaviour.

Examples of minor misbehaviour, which will normally be dealt with by the class teacher, include:

- Not following instructions
- Engaging in behaviour that interferes with teaching and learning
- Inappropriate responses to teacher correction e.g., ignoring, back answering etc.
- Bringing in chewing gum
- Bringing in a mobile phone without explicit permission

Pupils with Special Needs/ Behavioural Needs

All pupils are required to comply with the code of behaviour. However, the school recognises that pupils with special/ behavioural needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, SEN teacher and principal where relevant. The school will work closely with parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be analysed and sought if appropriate. Peer support may be used in certain circumstances. This is when the pupils in the class or school are taught strategies to assist a pupil with special needs adhere to the rules. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communication with Parents/Guardians

Communicating with parents/guardians is central to maintaining a positive approach to dealing with pupils. Parents/guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Parents/guardians are encouraged to talk in confidence to teachers about any significant developments in a pupil's life (in the past or present), which may affect the pupil's behaviour. This communication should be in keeping with the school's communications policy. The class teacher should be the first point of contact for parents/guardians to deal with minor and serious behaviours, while contact to parents/ guardians should initially be made by class teachers.

The Code of Behaviour will be made available to all families on the school website (Aladdin alert / text link will be sent to all families). Information about Restorative Practice

an awareness and understanding of the code, within the school community, and a consistency in its implementation to create a safe working environment for each pupil. This Code of Behaviour is on the agenda of the September staff meeting every year. This familiarises new staff members with the policy in place in the school and allows for review of the policy. This code will be available for viewing on the school website, on Teams and staff drive. Hard copies are kept in the Principal's office, with the Deputy Principal and in the Secretary's office.

Parents:

Parents are involved in a consultative process regarding the Code of Behaviour. This will involve a review of the policy on a regular basis. It will be brought to parents' attention that this policy is available to be viewed on the school website.

- Parents are expected to ensure their children attend school regularly and punctually
- Parents are expected to encourage their children to do their best and to take responsibility for their work and actions
- Parents are expected to make themselves aware of and co-operate with the school's rules and system of rewards and sanctions
- Parents are expected to attend meetings at the school if requested.
- In the instance where parents are not fulfilling their duties the school will continue to proceed to the more serious sanctions listed in the Code of Behaviour

Pupils:

- Know, understand and respect the school's Code of Behaviour and follow the school rules.
- Attend school regularly and punctually.
- Interact with other pupils and staff respectfully.
- Listen to their teachers and follow teacher instruction.
- Show respect, kindness and empathy 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.

Timeframe

This policy has been written in the 2024-2025 school year. It will be implemented in its entirety once agreed by the Board of Management.

Parental / Guardian Agreement

(Name of Parent/Guardian)

I _____ have read this Code of Behaviour and understand its contents. I agree to abide by its contents and procedures laid out and to ensure that my child, _____ does likewise.

(Name of Pupil)

Signature: _____

Date: _____

Signature: _____

Date: _____