

Ballymacarbry Central School

Ballymacarbry, Via Clonmel, Co. Waterford. E91 E426 Roll # 19345P
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Michael J. O'Ryan – Principal

"Ní neart go cur le chéile"



Ballymacarbry National School - Code of Conduct

Introduction

this policy was drafted in light of “Developing a Code of Behaviour – Guidelines for Schools”, issued by the National Educational Welfare Board (NEWB). This will ensure a whole school community approach to behaviour in our school.

Relationship to Catholic Ethos of the School

Our Code of Conduct relates to the mission statement of Ballymacarbry NS in that, we are a co-educational, Catholic, primary school which strives to provide a well ordered caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. Furthermore, Ballymacarbry N.S. will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people, the environment and property and to encourage in them the idea of being responsible.

Aims

- To promote good behaviour in our school
- 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 dev.
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline 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 Code of Conduct and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards & sanctions are implemented in a fair & consistent manner

Strategies to Affirm and Promote Positive Behaviour

Promoting good behaviour is the main goal of our code. Staff actively supports our school ethos which emphasises care, respect and responsibility. There are good relationships between teachers, parents, and pupils and a happy school atmosphere. Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established e.g. entry to the classroom, settling down after break times, noise levels for pair/ group work, etc.

Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree rules based in terms of observable behaviours. Teachers use a classroom management to promote positive behaviour. This includes the class rules, the agreed reward system and the consequences that apply when a child fails to adhere to the rules. Parents are welcome in our school and staff will consult with them where necessary. We request that parents ring the school secretary and make an appointment to see the class teacher or the principal if they have concerns about their child's behaviour or progress. Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting

educational programme for the pupils. Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences. SPHE is used as a structure within which to address the teaching of social skills, self-esteem, respect & care for others.

Rewards and Praise

Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long term, give best results. Our approach to rewards and praise include the following:

A quiet word or gesture to show approval.

A comment in a pupil's exercise book.

Class Dojo rewards

Stickers, smiley faces, ink-stamps and/or stars on pupils' work.

A visit to a staff member / principal for commendation.

A word of praise in front of a group or class.

Awarding with a special responsibility or privilege.

Informing parent - written/oral communication.

Affirmation of positive procedures at assembly.

Highlighting potential problems

Award for attendance

Rewards should be closely linked in time to the behaviour that is being rewarded. They will focus on effort and not solely on achievement. Rewards must avoid unhelpful competition and must be seen as attainable by all. It is necessary to ensure that praise is sensitive to the age and personality of the child as some may be embarrassed by public praise. A variety of rewards will be implemented to suit various ages and interests. Class rewards will encourage team spirit, a positive group identity and foster cooperative behaviour.

(The standards expected in the Code of Conduct apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.)

Adults in our School Community

All adults working & visiting the school are expected to work within an atmosphere of mutual respect. This atmosphere should permeate the school. It is expected that all staff, parents & visitors will interact in a polite, respectful / friendly manner. They are expected to model high standards as their example has an important influence on the children. All adults working in the school environment and visiting personnel must adhere to this school's Child Protection Policy and must be Garda Vetted.

Pupils

In order to create an orderly environment in which pupils can feel safe & learn, every pupil is expected to:

Show respect for self and others.

Show kindness and willingness to help others.

Show courtesy and good manners.

Show fairness and forgiveness.

Do their best in class.

Keep the rules.

Help create a safe, positive environment

Attend school regularly and punctually.

School starts @ 9:20 am. / Infants finish @ 2pm. Rg1-Rg6 classes finish at 3pm.

Summary of School Rules

ALWAYS TRY YOUR BEST.

TREAT ALL PEOPLE WITH RESPECT.

DO WHAT YOU ARE ASKED BY ALL MEMBERS OF STAFF.

BE PREPARED. BE IN THE RIGHT PLACE AT THE RIGHT TIME.

Summary of Yard Rules

INCLUDE EVERYONE AND CARE FOR OTHERS IN THE YARD

STAY IN YOUR ZONES

DO WHAT YOU ARE ASKED BY ALL MEMBERS OF STAFF

ROUGH PLAY, EXCLUSION OF PEERS AND NAME CALLING ARE NOT ALLOWED

ALWAYS TELL TEACHER ON DUTY IF THERE IS A PROBLEM

KEEP THE RULES OF THE GAME

RETURN TO CLASS SAFELY AND ON TIME WHEN THE BELL RINGS

Misbehaviour and Sanctions

It is important to emphasise that the lists below are not exhaustive and that other types of misconduct exist that may require further/alternative correction or disciplinary action.

Minor Misbehaviour

Interrupting class work

Being discourteous, unmannerly or back-answering to any member of the school comm.

Not completing homework without good reason

Wearing incorrect uniform/shoes

Serious Misbehaviour

Constantly disruptive in class and/or regularly preventing others from learning

Endangering themselves or others

Regular acts of unkindness to any member of the school community

Bullying (Please check Policy)

Wilful damage to school or other pupil's property

Using unacceptable language including verbal abuse or racial remarks

Bringing weapons to school or using objects as weapons in school

Making threats of physical violence to any member of the school community

Stealing/ intentional taking of items (in relation to the age of the child)

Consistently back answering a staff member

Leaving school premises during the school day without following the proper procedures

Deliberately refusing to cooperate with instructions or advice

Using mobile phone during school hours

Substance abuse

Medication

If your son/daughter is on medication please make an appointment to discuss the matter with the Principal / class teacher. No medicines can be administered in school unless parents / guardians have given permission by way of writing. In certain circumstances it may be necessary for parents to come to school to administer medication. Health questionnaires should be completed and returned annually.

Strategies for Dealing with Misbehaviour.

This school uses a staged approach in dealing with misbehaviour. Pupils are given every opportunity to change their behaviour. If pupils are disruptive in class the following steps are taken:

ORAL WARNING

- Teacher will remind pupil of class rule.

WRITTEN WARNING/WITHHOLDING OF MINOR PRIVILEGE

- Pupil will have a reward withheld (rewards will be age appropriate).

SEPARATION FROM PEERS

- Time out within the classroom.

SEPARATION FROM CLASS

- Time out to another classroom with assigned work. Note in journal from teacher, to inform parents, must be signed by parents.

DETENTION

- Pupils will be detained at lunchtime or from a fun activity to complete assigned work.

Other Sanctions

Loss of major privilege

Meeting with parents / guardians and / or other agencies

Out of school detention- parents must collect pupils from out of school detention

Suspension & Expulsion

Should disruptive, aggressive or inappropriate behaviour persist the teacher will seek the assistance of the resource teacher / principal. Pupils who are a health and safety risk will be sent home with parent/guardian to diffuse the situation

Teachers will act in **loco parentis** i.e. they will act as a reasonable parent would to deliver an education to the pupils in their care in a safe environment. Class teacher / teacher on duty will document and deal with unacceptable behaviour/ accidents/ incidents in school answering- What happened? Where did it happen? When did it happen? Who was involved? Why did it happen? Parental input will be sought when/where appropriate. The deputy principal and/or principal and/ or B.O.M. will only be involved if the incident is unresolved or deemed serious.

Pupils with Special Needs

Pupils with special needs will be required to follow the school's Code of Conduct but teachers will use their professional judgement in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning / behavioural / emotional difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil / class, and /or agreeing a behaviour plan. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies as mentioned above.

Suspension Policy

The Board of Management has the authority to suspend a pupil, once a thorough investigation has taken place and they are satisfied that the pupil has had a fair hearing and the health, safety and educational needs of the school community have been met. The Board of Management will delegate the right to suspend to the principal on a case by case basis only. In exceptional circumstances, the Principal may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils, staff or others in the school. Normally other interventions will have been tried before suspension but a single incident of misconduct may be grounds for suspension.

Grounds for Suspension for a First Offence

- (1) Sexual assault.
- (2) Possession or supply of illegal drugs to other pupils in the school.
- (3) Actual violence or physical assault or verbal abuse.
- (4) Serious threat of violence against another pupil or member of staff.

In line with 'Children First: National Guidance for the Protection and Welfare of Children' breaches of offences 1-4 will be reported to Gardaí.

Grounds for Suspension

- (1) The pupil's behaviour is a cause of significant disruption to class learning and the teaching process.
- (2) The pupil's continued presence in the school constitutes a real and significant threat to safety.
- (3) The pupil is responsible for serious damage to property.

Factors to Consider Before Proposing to Suspend a Pupil

The nature and seriousness of the behaviour
The context of the behaviour
The impact of the behaviour
The interventions to date
Whether suspension is a proportionate response
The possible impact of suspension

Rolling Suspension

A pupil may be suspended again shortly after they return to school if:

they engage in serious misbehaviour that warrants suspension. Fair procedures are observed in full and the standard applied to behaviour is the same as the standard applied to the behaviour of any other student. Parents will be informed by phone or in writing depending on the seriousness of the matter. The health and safety of the whole school community, suspended pupil inclusive, will be considered when suspension is deemed necessary. A student will not be suspended for more than three days initially except in exceptional circumstances. Longer periods of suspension may follow if pupils continue to engage in disruptive, dangerous or inappropriate behaviour.

Appeal

Where the total number of days for which the student has been suspended in the current school year reaches 20 days or more the parents may appeal the suspension under Section 29 of the Education Act 1998. In a case where a principal suspends without support of the Board of Management the parents may appeal the suspension to the Board of Management.

When a pupil is suspended the school will outline in writing the following details:

The period of suspension and the dates on which the suspension will begin and end

The reasons for suspension

Any study programme to be followed

The arrangements for returning, including commitments to be entered into by the student/ parents

The provision for an appeal to the BOM

The provision for an appeal to the Secretary General of the Department of Education and Skills.

The student will be given the opportunity and support for a fresh start on their return to school after suspension and regular contact with parents will be made via homework journal and/or phone.

Regular meetings with parents and /or a behaviour contract will be put in place if deemed necessary.

Written records will be kept on pupil's file and in School Incident Book. The principal will report suspensions to BOM at the earliest stage possible. The reasons for and duration of suspension will be reported. The principal is required to report suspension in accordance with NEWB reporting guidelines

Expulsion Policy

The sanction of expulsion will be only be used in exceptional circumstances. The authority to expel will be reserved for the Board of Management and will not be delegated.

Grounds for Expulsion for a First Offence

- (1) Sexual assault.
- (2) Supplying illegal drugs to other pupils in the school.
- (3) Actual violence or physical assault.
- (4) Serious threat of violence against another pupil or member of staff.

In line with Children First Guidelines, breaches listed 1-4 will be passed to Gardaí / Duty Social Worker.

Grounds for Expulsion

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

Factors to Consider Before Proposing to Expel a Pupil

The nature and seriousness of the behaviour

The context of the behaviour

The impact of the behaviour

The interventions to date

Whether expulsion is a proportionate response

The possible impact of expulsion

Procedures in Respect of Expulsion

- (1) A detailed investigation will be carried out under the direction of the Principal.
- (2) Recommendations will be made by the Principal to the B.O.M.
- (3) B.O.M. will consider Principal's recommendations & will hold a hearing if expulsion is warranted.
- (4) Parents and Principal state their cases at hearing. B.O.M. deliberates and proposes action following the hearing.
- (5) Consultations re. Future education of pupil will be arranged by Educational Welfare Officer.
- (6) Confirmation of the decision to expel will be written to the parents. Parents have the right to appeal.

Fairness of Procedures

Where the B.O.M. decides to consider expelling a student, it must hold a hearing. At the hearing the Principal and the parents put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. Parents may wish to be accompanied at hearings and the Board should facilitate this. After both sides have been heard the Board should ensure that the Principal and parents are not present for the Board's deliberations.

A student cannot be expelled before the passage of twenty school days from the date on which the Educational Welfare Officer receives written notification of the Board's deliberations and intention to expel. The Board will inform parents in writing about the hearing's recommendations and the next steps in the process. Where expulsion is proposed parents will be advised that the Education Welfare Officer has been notified. **A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills. (Sect. 29 Appeals)**

Child Protection Policy

This school follows Children First; National Guidance for the Protection and Welfare of Children and the Child Protection Guidelines and Procedures from the Department of Education and Skills.

Designated Liaison Person (DLP)

The Principal will act as DLP. The Deputy Principal shall act as Deputy DLP.

Peer Abuse

General Guidelines:

In a situation where child abuse is alleged to have been carried out by another child, child protection procedures should be adhered to for both the victim and the alleged abuser- there are child protection issues for both children. All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance. Abusive behaviour which is perpetrated by children must be taken seriously and it is important that such cases are referred to the HSE.

Written Reports

It is recommended that all reports should include as much as possible of the information sought in the Standard Reporting Form. When a report is made to the HSE, the Chairperson of the B.O.M. should be informed. The parents of the child should be informed that a report is being made to HSE even if they are implicated in the report. However, if it is felt that this poses a danger to the victim, advice on the procedure to follow should be sought from the duty social worker.

Confidentiality

All information regarding concerns of possible child abuse should be shared on a need to know basis in the interest of the child. The test is whether or not the person has any legitimate involvement or role in dealing with the issue.

Stay Safe Programme

The Stay Safe programme is taught to all pupils in the school at several stages in their development. Teaching staff ensure Stay Safe course content is age appropriate.

Success Criteria (Practical indicators of the success of the policy include:)

A happy and caring school environment

Positive feedback from teachers, parents and pupils

Observation of behaviour in class rooms, corridors and the yard

Keeping Records

A copy of end of year reports is kept on file and online via Aladdin for all pupils. Results of standardised tests are stored online and also in locked storage in principal's office and in locked cabinets in learning support/resource rooms. Individual assessments from outside agencies are kept in pupil's own file in locked storage in principal's office. Samples of work related to tracker children are stored in the principal's office. Notable incidents which occur during break times are recorded in Discipline book. Letters re. behaviour sent to parents are kept in pupil's personal file in locked storage in principal's office. Correspondence relating to suspension/expulsion are stored there also. Correspondence between parents and teacher in journal may be copied and stored in pupil's personal file. Correspondence relating to absence is stored with roll book. Special Educational Needs notes will be kept in Special Educational Needs Book in office and/or pupil's file and locked in principal's office. Notes relating to Child Protection will be kept in Designated Liaison Person's book and locked in principal's office. Documents relating to Section 29 appeals will be kept locked in principal's office.

Communicating and Implementing the Code

The code of conduct will be published on website. Teaching staff will endeavour to ensure that all parents can access and understand the code. Special effort will be made to ensure that pupils with special educational needs understand the school rules, the reward systems and the consequences of misbehaviour. SPHE lessons, DVDs & role play may be used to ensure these pupils understand cause & effects of behaviour. Teachers will teach the Code of Conduct to pupils in an age appropriate manner.

Understanding Behaviour

The staff of Ballymacarbry National School are aware of the factors that affect behaviour. These factors include external and interpersonal factors such as family patterns and relationships, peer groups/friends, neighbourhood and community factors. Personal factors such as age and stage of development, social skills, personality and temperament, ability to learn, physical and medical characteristics also affect behaviour. The staff believes that pupil's behaviour can change and will endeavour to assist pupils to modify their behaviour. (Children are inherently good)

Interventions and Supports - Options

Classroom management plan as agreed with all students at start of year.

Social skills programme, promotion of friendship and self esteem as part of S.P.H.E.

Organised activities at yard/lunch time.

Use a behavioural checklist eg NEPS booklet "Special Educational Needs - A Continuum of Support".

A Behaviour Plan may be put in place if pupils persist with challenging / disruptive behaviour. The plan will focus on a small number of targets. The pupil is central to the drawing up of the plan under the advice and direction of a teacher. If a pupil has resource hours to support their emotional and behavioural needs the support teacher may set targets in consultation with the pupil and their parents. For pupils who exhibit particularly challenging behaviour, outside agencies will be consulted eg (NEPS), Special Education Support Service (SESS), HSE Community Psychological Service, National Council for Special Education. The Board of Management will monitor class size and its impact on student behaviour and classroom management.

Procedure for Resolution of Complaints.

Complaints are resolved under guidelines laid down in the Catholic Primary Schools Management Association Handbook.

Stage 1

Parent / Guardian should go to class teacher to resolve complaint.

If unresolved, complaint should be referred to the Principal.

If complaint is still unresolved the matter should be referred to the Chairperson of the Board of Mgt.

Stages 2,3,4, & 5 of complaints procedure are available on CPSMA website, from the Principal and /or Chairperson of Board of Management.

Roles and Responsibilities

The Teaching Staff:

To co-ordinate, monitor and implement the policy in partnership with parents

To model positive behaviour

To manage the classroom in such a way that children are positively engaged

To involve pupils in drawing up classroom rules

To teach the rules in a way that is age/ability appropriate

To display rules in classroom

To communicate issues of concern to parents/guardians via homework journal

The Ancillary Staff:

To model positive behaviour

To encourage pupils to follow rules and report to teaching staff when rules are broken

To prioritise health and safety and report dangerous/rough/unkind behaviour

To co-operate with implementation of the code

Parents / Guardians:

To co-operate with school in the implementation of this and all other policies

To encourage pupils to keep the school rules

To model positive behaviour

To ensure pupils attend school punctually and regularly

To provide school with written explanation of dates and reasons for all absences on pupil's return to school and to furnish school with a number that will access parent/ guardian in the case of an emergency

To attend a minimum of one parent - teacher meeting annually

To pack a nutritious lunch for their child daily

To support their child to complete their homework and sign their homework journal when completed

To ensure their child wears the correct school uniform and appropriate footwear to school daily

To ensure pupils with long hair tie it up at all times

To take responsibility for their child's conduct and safety outside of school hours

To keep channels of communication with class teacher open via homework journal

To encourage their child to tell staff about anything that upsets them during the school day as soon as the incident occurs (bullying prevention strategy)

This policy was ratified on

Date: 22/9/19

Signed

Thomas Outh

Date: 27/9/19

This policy will be reviewed on

Date: 20/2021

Appendix 1 – School Rules in Full

School Rules Scoil Náisiúnta Bhaile Mhic Cairbre

1. School Hours: 9:20 a.m-3:00p.m. {Junior/Senior Infants finish at 2:00p.m.}
2. Children must never leave the school grounds during school time, without the permission of the principal. Children have to be signed out by adult.
3. A written explanation is appreciated when a child is absent from school.
4. The Board of Management or Staff do not undertake responsibility for children coming to or going home from school.
5. All drinks should be in plastic bottles or metal containers and lunches in a plastic lunch box. We are a "Green School".
6. Pupils are asked to behave in a quiet and orderly manner at all times in the school and its grounds.
7. Courtesy and good manners towards each other, the teaching staff and others employed by the school are expected at all times.
8. Disobedience, dishonesty, back answering, fighting or any behaviour which interferes with the smooth running of the school will not be tolerated.
9. Bullying or harassment in any form including physical, verbal or Sexual harassment will be severely dealt with by the school Authorities & may warrant suspension or reporting or in severe cases expulsion.
10. Chewing gum and crisps are forbidden in school.
11. Children are asked to treat with care and respect the property of the school, their own property and that of others.
12. Tippex should not be used in school or in school work.
13. All pupils are to wear full school uniform with dark leather shoes on Tuesday and Thursday. The P.E. uniform is to be worn on Monday, Wednesday and Friday. Runners are only to be worn with the P.E. uniform. Pupils playing games at lunch time must bring suitable gear.
14. Homework is regarded as an integral part of school work. Failure to do Homework **will be regarded as a serious breach of discipline**. Parents are asked to ensure that homework is completed each night. Pupils who fail to do homework may be deprived of playtime, games etc.
15. Parents are asked to ensure that jumpers, shirts, coats and trousers are clearly marked.

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