



# CODE OF BEHAVIOUR

SAINT FINIAN'S NATIONAL SCHOOL

2021

## Code of Behaviour

### Introduction

As a catholic school, we live the code handed down by Jesus, “love one another as I have loved you”. We believe this is the heart of all our behaviours with one another in school.

Our School aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This will enable the child to live a full life and will equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society.

The staff are committed to the realisation of these objectives. Our aim is to create a happy, secure environment for our pupils in which there is a **sense of good order and a reasonable approach to discipline**. In this way, a large group can be organised so that the school can operate smoothly for the benefit of all.

This revised Code of Behaviour comes into effect on 1/9/2021. The code has been considered by the Parents Association, Staff, Education Welfare Officer and approved by the Board of Management. It was ratified by a unanimous vote of Parents. The code is mindful of the Curriculum, the school’s Health & Safety Statement, Anti-Bullying Policy, Friendship and Inclusion Policy, Admission and Participation Policy and Child Safeguarding Policy.

### Teaching the Behaviour we want to see:

All pupils are expected to behave in a reasonable manner both to themselves and to others, showing consideration, courtesy and respect for other pupils and adults. We must teach the children how we want them to act and be role models in our own actions.

In September all teachers, SNA’s and staff will take time and extra curricular SPHE time each day to teach the positive behaviour we want to see. Time will be taken to teach children emotional regulation strategies. Children will be taught how to name different emotions, to describe what these emotions look like and to discuss appropriate ways of acting when we experience different emotions. Children will develop skills needed to manage their emotions. Each class will participate in daily breathing techniques. We will make an effort to ‘catch the

children' being good. The staff will praise and encourage kindness, calmness, restorative questioning and answering, circle time and wellbeing.

It is our aim that each child will learn the skill to emotionally regulate their own emotions and thus be able to access the curriculum in a happy environment.

### **Restorative Practice**

It is our aim that children will learn and use restorative practice techniques in our school. Restorative practice provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

Restorative practices questions will be practiced through circle time. Restorative practice corners will be set up in each classroom. A calm corner with a range of sensory equipment will be set up in each classroom. Children will be provided with a safe space they can go when they are feeling overwhelmed.

Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

Restorative practice posters are displayed in the school and are in use in the classrooms.

*See Appendix 1*

### **Positive Rewards for Positive Behaviour:**

When we see positive behaviour we reward this behaviour with an affirmative comment, friendship pass, classroom certificate, individual/group reward or/and end of year reward. Good behaviour and achievement will be recognised. Consistent positive influences are the key to success in our school.

For any child with additional behavioural or learning difficulties there will be an individual reward system in place.

Each class will have class, POD and individual rewards chart in place.

## **Good behaviour means learning can take place**

Teachers, staff and pupils should treat others as they would like to be treated themselves. Disrespectful behaviour towards other pupils or towards a teacher (e.g. defiance, threatening/aggressive behaviour, violence, cheek, insolence, bad language and name-calling) are unacceptable. Any behaviour which endangers or offends others is not allowed. **Pupils must respect the right of other pupils to learn.** Any behaviour which interferes with the right (e.g. constant disruption of the class persistent distracting of others) is considered unacceptable behaviour. In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher.

## **Classroom Rules for Effective Learning**

1. We show respect
2. We are kind
3. We work together and do our best to learn

## **Behaviour in the Playground/Halla**

Rough behaviour e.g. fighting, play fighting, wrestling, bulldog, kicking, spitting, punching, pushing is forbidden. **No physical contact is allowed.** Games or activities considered to be dangerous will not be allowed. Any behaviour which interferes with other pupils' play is not permitted. Pupils may not leave the playground for any reason during breaks.

## **Playground Rules for Safe Play**

1. We show respect
2. We play fairly
3. We include all

## **Corridor Rules**

1. We show respect
2. We walk in line
3. We use our quiet voice

## **Library Rules**

1. We show respect
2. We use our quiet voice
3. We tidy up

\*We will explicitly teach the children how they can show respect in the classroom, playground, corridor and library.

### **Behaviour in the School Environment & Behaviour on School outings**

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is unacceptable. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is not allowed and is always regarded as a serious offence. (See Anti-bullying and Friendship and Inclusion Policy). Pupils must show respect for school property at all times. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

Pupils are encouraged to be respectful of each other on their way to and from school. When on school outings pupils are expected to behave in an orderly manner and show respect for public property. **Pupils are asked to represent themselves, their school and their community with dignity and pride.** They should always co-operate fully with their teachers and special needs staff.

### **Misbehaviour Sanctions**

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

**The St. Finian's N.S. sanctions for misbehaviour**

**Junior Infants – Senior Infants**

Teachers are following class Dojo. Points are earned and with minor misbehaviour points can be removed. Positive rewards are always encouraged and best practice in Saint Finian's.

Class/Group/Individual reward charts in place.

SEN children to have individual targets and a visual reward chart in place.

**1st-6th**

<b>Minor Misbehaviours</b>	<b>Action</b>
Shouting out Intentionally not listening Distracting others	State the behaviour you expect Praise the good behaviour of partner Verbal warning stating the misbehaviour
<b>Defiance</b>	<b>Give time (use timer) and a choice to think about making the right choice.</b>

<b>Repeated Minor Misbehaviour despite verbal warning</b>	<b>Action</b>
Shouting out Intentionally not listening Distracting others	Move name to Stage 1 - lose 5 mins Golden Time Stage 2 - lose 10 mins GT Stage 3 - lose 15/20 mins GT <i>Children can regain this time with effort and hardwork.</i> Stage 4 - Time out Stage 5 - Go to Deputy Principal
<b>Defiance</b>	<b>Individual Reward System</b>

## Serious Misbehaviour

Aggression Shouting at a staff member Major distraction Swearing Throwing items Fighting etc Damage to school property Absconding from the classroom Absconding from the school Refusal to enter classroom Refusal to leave classroom Creating dangerous situations Hurting other children or staff members	
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SEN children to have individual targets and a visual reward chart in place.

### **The St. Finian's N.S. Sanctions for Serious Misbehaviour (repeated or one off incident)**

Depending on the nature of the incident or the seriousness of the incident the school may jump to stage 4 and above.

### **Sanctions for Serious Misbehaviour**

#### **Stage 1 – Booking & Detention**

Pupil gets a booking. Class/yard teacher gives detention (note to parents on Dojo/Aladdin).  
Phone call home to parents.

#### **Stage 2 – Booking, Detention and Sign**

If a pupil receives two detentions in any four school weeks the pupil will sign a 'Promise of Good Behaviour'. This will be witnessed by the class teacher. A copy of the contract will be sent home to be signed by the Parent/Parents or guardian.

### **Stage 3 – Meeting with school**

If a pupil receives more than three detentions in any four school weeks, the child's parents will be asked to meet the class teacher and Deputy/Principal to put a plan in place for the child. If there is no seen improvement parents will be notified a suspension will be the next step.

### **Stage 4 – Suspension**

This procedure is used in the case of gross misbehaviour, violent incident, physical fight, attack on a staff member, attack on another child, bullying and or health & safety grounds. It can be a once off incident or a consistent string of behaviours. This includes all children even those who are diagnosed with a learning, behaviour and/or special need:

- a) If stage 4 is exhausted or there is a single incident of gross misbehaviour the Principal rings the parent/s to explain the incident that occurred and explain that their child is suspended due to this incident. If considered warranted the Principal reserves the right to suspend the pupil for up to and including 3 days initially. This power of suspension is delegated to the principal by the school Board of Management.
- b) In certain circumstances the Principal with the approval of their Chairperson of the BoM may suspend a pupil for 5 school days
- c) A meeting of the BoM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

### **Appeal**

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

### **Stage 5 – Expulsion**

This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

#### **Grounds for Expulsion**

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil responsible for serious damage to property.

#### **Automatic Expulsion**

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Possession of illegal drugs

3. Supplying illegal drugs to other pupils in the school
4. Actual violence or physical assault
5. Serious threat of violence against another pupil or member of staff.

### **Procedures in Respect to Expulsion**

1. Detail investigation by school principal
2. Recommendation by principal to BoM
3. BoM considers Principal's recommendation and holds hearing
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision.

## **COVID 19 Protocol**

**The following section has been inserted in response to the ongoing public health crisis in relation to the ongoing pandemic.**

### **What is COVID-19?**

COVID-19 is a new illness that can affect your lungs and airways. It is caused by a virus called coronavirus.

### **How is COVID-19 spread?**

Coronavirus (COVID-19) is spread in sneeze or cough droplets. You could get the virus if you:

- come into [close contact](#) with someone who has the virus and is coughing or sneezing
- touch surfaces that someone who has the virus has coughed or sneezed on and bring your unwashed hands to your face (eyes, nose or mouth)

Due to COVID-19 certain practices are required. Namely:

- correct hand hygiene
- correct coughing/ sneezing etiquette
- Maintaining social distancing in the yard

- Maintaining social distance in class:

### **Hand Hygiene**

Children will be taught the correct use of hand soap and sanitiser. A refusal to follow proper procedures will be deemed as misbehavior. The incorrect use of sanitiser can cause problems, if thrown or ingested, is also deemed as misbehavior..

### **Correct coughing/ sneezing etiquette**

Children should cough or sneeze into a tissue which should be discarded immediately in a correct fashion. If a tissue is unavailable, children should sneeze into the crook of their arms. Refusal to do so or continued refusal will be deemed as misbehaviour.

### **Maintaining social distance in the yard.**

Children are required to play within their own class bubble. Refusal to do so will be deemed to be misbehaviour

In class children are required to stay with their own pod. Refusal to do so will be deemed to be misbehaviour.

**As COVID-19 is spread by airborne droplets, spitting or aggressive shouting will be seen as unsafe behaviours as are the behaviours described above. Therefore instances of these behaviours will be classed as serious misbehaviours and should be treated accordingly.**

**COVID-19 is a serious public health issue causing great anxiety and trauma in our school community. Any behaviour that exacerbates this anxiety should be avoided. Those behaviours could include name calling, taunting or any other bullying behaviour.**

### **Conclusion**

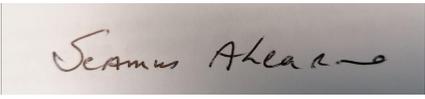
The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self discipline, emotional regulation, empathy for others and a caring attitude to all so that teaching and learning for everyone may be effective.

### **Review**

This Policy will be reviewed in January 2022.

**Ratification**

This Policy was ratified by a member of the school Board of Management on the 01/09/2021

Signed: \_\_\_\_\_  \_\_\_\_\_ Date: 1/09/2021  
Chairperson of the Board of Management

## **Appendix 1**

### **Restorative Questions to respond to Challenging Behaviour**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

### **To help those harmed by other actions**

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

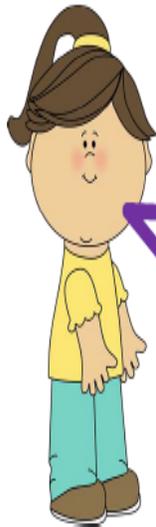
### **Restorative Practice Poster and Reflection Sheet**



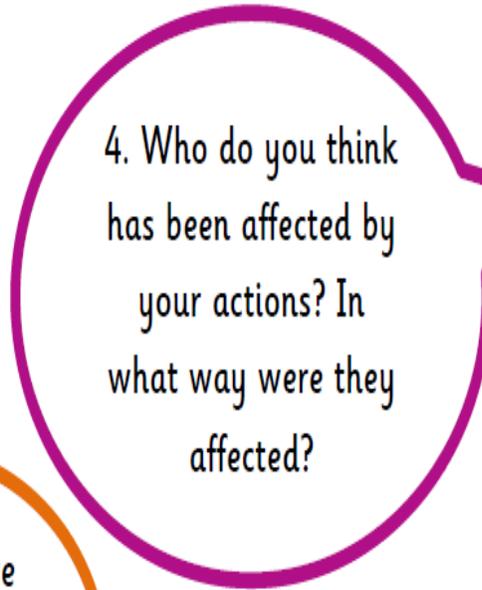
1. What happened?



2. What were you thinking about at the time?

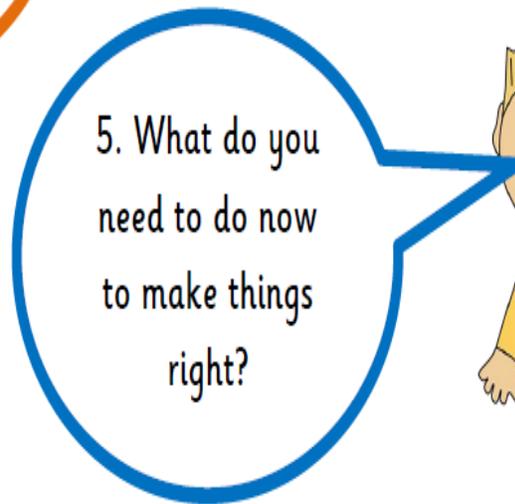


3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way were they affected?

## Restorative Practice in School



5. What do you need to do now to make things right?

1.

What happened? Write or draw what happened

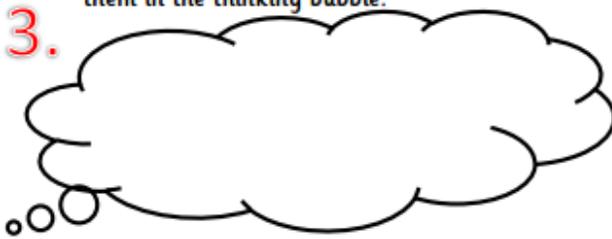


2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.

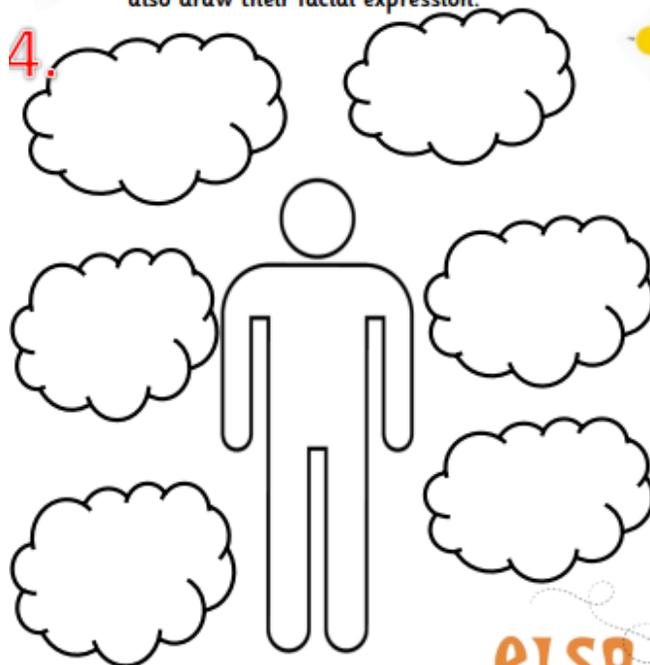


How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.

Restorative Practice

Yard Behaviour and Action Poster

<b>Behaviour</b>	<b>Action</b>
Kicking a basketball	<b>1. Verbal Warning</b> <b>2. Take Basketball</b>
Name Calling	<b>1. Verbal Warning</b> <b>2. Name in Red Book (10 mins at the red wall)</b>
Failing to line up when the whistle blows	<b>1<sup>st</sup> Whistle (Freeze)</b> <b>2<sup>nd</sup> Whistle (Walk to the line)</b> <b>Name in Red Book + 10 minutes at red wall next break</b>
Pushing in the line	<b>1. Apologise</b> <b>2. End of line and wait until children are in the yard</b>

<b>Being in the Trees (Including playing with sticks)</b>	<b>1. Verbal Warning 2. Red Book (10 minutes at the Red Wall)</b>
<b>Using bad language</b>	<b>1. Verbal Warning 2. Red Book (10 minutes at the Red Wall)</b>
<b>Fighting or any physical contact i.e. pushing, shoving, hitting, punching, fist fighting or any physical contact and aggressive behaviour</b>	<b>Detention (1 day)</b> <ul style="list-style-type: none"><li>• <b>For more serious offences the duration of detention can be increased.</b></li><li>• <b>Failure to obey a teacher or answering a teacher back increases your detention by 1 day.</b></li></ul>

**Failing to obey a teacher when they have misbehaved**

**Detention (1 day)**

**No name in red book or detention**

**3 bonus Dojo points!**