

## POLICY OF SCOIL MHUIRE CBS MARINO

**Document Title:**

**Code of Behaviour  
Effective Date: June 2016**

**Document No. :3**

**Revision No.:1**

**No. of pages:10**

### 1 Purpose

The purpose of this policy is to clearly outline the expectations of behaviour for every pupil of the school, to ensure the safety and wellbeing of all members of the school community, to assist parents, pupils and teachers in understanding the system of procedures that form part of the Code of Behaviour and seek their co-operation in implementing the system of rules, rewards and sanctions in a fair way.

Any parent/guardian of a pupil who has a concern about behaviour matters should, in the first instance, make contact with the classroom teacher and if that is not considered appropriate, with the Principal:-

### 2 Scope

The Code applies to all school activities including those which take place outside of the school premises. This applies to all pupils who are identifiable members of the school community.

#### **Pupils as identifiable members of the school community**

What is understood by this term is that pupils will be covered by the Code of Behaviour and other relevant school policies, e.g. Anti-Bullying, Electronic Devices, while going to and from school in their normal manner. If a pupil normally walks to/from school, then he is covered by school policies between his house and school. (While on his normal route approved by parents.)

For pupils who are driven to/from school, they are covered from when they enter the school premises until the time of their collection by parents/guardians/significant adults.

### 3 Principles

The school acknowledges that parents/guardians are the primary educators of their children and it appreciates the important role parents play in supporting standards of good behaviour in school. In the interests of order and safety it is most important that clearly defined guidelines for behaviour be known and understood by all of our pupils, and that pupils see parents and teachers working together in the implementation of these guidelines both inside and outside of the school.

The Board of Management strongly recommends that parents familiarise themselves with the Code of Behaviour and discuss it with their children.

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This Code of Behaviour has been approved by the Board of Management having regard to its obligations pursuant to Section 3 of the Education (Welfare) Act 2000. It has been drawn up in consultation with the Principal, the teachers, the parents/guardians and pupils. Regard has also been had to the guidelines issued by the National Education Welfare Board (May, 2008) and the Children's First National Guidelines for the Protection and Welfare of Children (Department of Children & Youth Affairs, 2011).

### 4 Policy

#### **Guidelines for Good Behaviour in Scoil Mhuire, Marino**

- The school culture is based on mutual respect for all - pupils, parents/guardians and staff.
- The school acknowledges the right of pupils to learn in a safe, well ordered and happy environment, conducive to growth.
- The school is committed to developing a sense of personal responsibility in its pupils and to reminding them regularly of their duties in this regard by modelling best behaviour.
- The school adopts a positive approach to developing good behaviour. All efforts are made to match the curriculum to the abilities, aptitudes and interest of each pupil.
- Developing good discipline requires a strong sense of community within the school and a high level of co-operation between all its members.
- Pupils, parents/guardians and staff are required to co-operate and work together in fostering relationships of trust in promoting a happy school.
- The overall responsibility for positive discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her class, while sharing a common responsibility for good order within the school.
- The school expects the full co-operation and support of the parents/guardians in fostering a spirit of learning and good behaviour by supporting this Code and discussing it with their children.
- Communication between school and home is most important. If a serious problem arises, the teacher and/or Principal will seek to engage parents/guardians/significant adults at an early stage rather than as a last resort.

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### **Systems for acknowledging good behaviour**

It is the policy of Scoil Mhuire to encourage in every way good work and responsible behaviour. The school seeks to do this by acknowledging achievement, effort and good behaviour. Positive reinforcements and rewards will be used consistently, at the discretion of the teacher and in an inclusive way taking account of personal development. These may include:

- Praise in homework journal/copy.
- Praise by teacher/Principal.
- Individual or group rewards.
- Homework passes.
- Stars and merit stickers.
- Certificates of merit.
- Lining Up Trophy.

### **School Rules**

#### **In the classroom, each pupil is expected to:**

- Arrive on time for school. School begins at 8:55am.
- Attend school regularly. If pupils are absent a note explaining their absence is required.
- Full school uniform, including black shoes, to be worn at all times. A note in the school journal is required to explain absence of school uniform.
- Neat hairstyles are expected. Piercing and jewellery are not permitted with the exception of watches.
- Behave in a respectful manner. Courtesy and good manners are to be shown at all times.
- Be properly prepared for their school day.
- Contribute to classroom life by endeavouring to work to the best of his ability. No pupil shall be allowed to interfere with the work of the teacher or the work of another pupil (See Appendix).

#### **On the school yard, each pupil is expected to:**

- Behave in a respectful manner
- To exit and enter the school in a quiet and orderly manner.
- When the second bell rings, walk to his line and line up sensibly.
- Stay on the correct side of the yellow line.
- Obey the 'Hands Off' rule.
- Listen to and obey the teachers and SNAs on duty.
- Refrain from any harmful, unacceptable behaviour (e.g. fighting, kicking, spitting, cursing, pushing, rough play, etc.).
- Senior pupils are expected not to loiter in the large shed, or in large groups. Junior pupils to use the smaller shed for quiet activities, reading and board games only.

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Where pupils have failed to adhere to these rules on yard, they will receive a tick in the yard notebook. Any pupils who receive three ticks will be provided with a penalty sheet to complete.

### **Around the school, each pupil is expected to:**

- Behave in a respectful manner
- Respect school property
- Speak quietly
- Line up sensibly
- Stand back to let an adult pass
- Be polite to people they meet.

### **Responding To Inappropriate Behaviour**

The following strategies, at the discretion of the class teacher, may be used to show disapproval of unacceptable behaviour. The age and development of the pupil will be taken into account when administering sanctions.

- Temporary removal from lessons.
- Loss of responsibility.
- Loss of privileges.
- Completion of a penalty-sheet (either during school hours or at home).
- Intervention from the Principal.
- Communication with the pupil's parents or guardians.
- Yard privileges revoked.
- Withdrawal from lessons.

In very serious circumstances the Principal may impose the following sanction:

- Suspension

While our aim is to be as positive as possible, occasionally misbehaviour occurs. This misbehaviour is categorised under three categories.

- A** Minor Unacceptable Behaviour.
- B** Serious Unacceptable Behaviour.
- C** Major Unacceptable Behaviour.

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### **A Minor Unacceptable Behaviour**

In dealing with minor unacceptable behaviours the pupil will be given three warning before a suitable sanction will be imposed. Minor unacceptable behaviour on a regular basis will be considered serious unacceptable behaviour and will be dealt with accordingly.

- Talking when the teacher is talking.
- Talking when another pupil is talking.
- Shouting out of turn.
- Disrupting learning, either pupil's own or that of others, through fidgeting with pens, books and copies.
- Making silly and disruptive noises e.g. singing, humming,
- Failing to maintain an acceptable noise level on corridor.
- Demonstrating an overly-casual attitude to staff or adult members of school community.
- Failure to adhere to school rules regarding the sheds.
- Failure to adhere to yard boundaries.
- Rough play on the yard, pushing, mock fighting etc.
- Anti-social behaviour including, but not limited to, spitting, use of bad or inappropriate language, name calling, jeering, booing etc.

### **B Serious Unacceptable Behaviour**

In dealing with serious unacceptable behaviour at the teacher's discretion the pupil may be given a maximum of one warning.

- Dishonesty, telling lies, failing to admit the truth, forging signatures etc.
- Ongoing poor attitude and lack of respect.
- Back answering and challenging adults
- Treating peers disrespectfully
- Targeted, but not persistent anti-social or nasty behaviour towards peers.
- Throwing items across the room.
- Defacing and/or breaking of school property or the property of others.
- Persistent use of bad or inappropriate language.
- Physical altercations in class or in the yard.
- Dangerous or reckless play on the yard.

### **C Major Unacceptable Behaviour**

In dealing with major unacceptable behaviours the teacher will immediately inform the Principal of the pupil's behaviour.

- Persistent disrespect of school staff including open defiance of teacher's instruction
- Theft
- Targeted, persistent anti-social behaviour which will be regarded as bullying.

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- Discrimination or discriminatory insults based on, but not limited to;
- Racism
- Homophobia
- Sexism
- Social/Economic background
- Vandalism of school property
- Setting off the fire alarm
- Leaving school premises without permission
- Absence from school without permission
- Inappropriate use of mobile phones/ electronic devices contrary to School Policy.
- Possession of dangerous or inappropriate objects on school premises.

### **SUSPENSION AND EXPULSION**

The school's policies and procedures on suspension and expulsion have been drawn up in line with the National Education Welfare Board publication, Developing a Code of Behaviour, Guidelines for Schools (2008). Fair procedures will be used at all times ensuring the right to be heard and the right to impartiality in relation to any investigation or decision making. All matters will be dealt with in confidence insofar as is possible.

### **SUSPENSION**

Normally other interventions will be attempted before suspension and a decision to suspend a pupil will only be made on serious grounds but may, where appropriate, include a single incident. The Board of Management delegates authority to the Principal in consultation with the Chairperson of the Board of Management to deal with suspension issues for a maximum of one day.

Any suspension of a pupil will be part of a behaviour management plan. The pupil and his parents/guardians/significant adults will be fully informed about the complaint and will be requested to attend at the school as a matter of urgency. Both the pupil and his parents/guardians/significant adults will be allowed a full opportunity to respond before a decision is made. The school reserves its right to impose an immediate suspension in exceptional circumstances.

Where a proposed suspension extends beyond one day, four schooldays notice will be given to parents/guardians/significant adults to facilitate an appeal.

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The Principal will notify the parents/guardians/significant adults and pupil in writing of the decision to suspend and will advise of the right to appeal to the Board of Management and any relevant right of appeal pursuant to Section 29 of the Education Act 1998.

A suspension may be removed in the event of the following:

- i) An alternative strategy being agreed following consultation with the parents/guardians/significant adults
- ii) A new circumstance coming to light which will be fully considered by the Board of Management
- iii) A successful appeal to the Board of Management
- iv) A successful appeal pursuant to Section 29 of the Education Act 1998

When a period of suspension ends, the pupil is accompanied to school by one of his parents/guardians/significant adults and formally readmitted to class by the Principal.

### **EXPULSION**

The authority to expel a pupil rests solely with the Board of Management. A pupil will only be expelled by the Board of Management in extreme cases of unacceptable behaviour and only after significant steps have been taken by the school to address the misbehaviour and to avoid expulsion. These steps will include meeting with the parents/guardians/significant adults and the pupil and seeking the assistance of support agencies. A proposal to expel a pupil will only be made on serious grounds and after other interventions have been attempted and following the pupil and his parents/guardians/significant adults having had an opportunity to address the Board of Management. The Board of Management reserves its rights to expel a pupil for a first offence in exceptional circumstances. Fair procedures will be followed at all times.

Prior to any expulsion, a detailed investigation will be carried out under the direction of the Principal; a recommendation will be made by the Principal or Deputy Principal to the Board of Management. The Board of Management will consider the recommendation and conduct a hearing. The Board of Management will conduct deliberations following the hearing which will include the right of the pupil and his parents/guardians/significant adults to address the Board. The Board will engage in consultations arranged by the Educational Welfare Officer and thereafter will come to a decision. The Board of Management will follow the details as set out in the National Education Welfare Board Guidelines, 2008, on procedures to be applied prior to an expulsion.

A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Skills in accordance with Section 29 of the Education Act 1998.

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## 6. Appendix – Code of Behaviour

<b>Minor Unacceptable Behaviour</b>	<b>Sanctions</b>
<ul style="list-style-type: none"> <li>❖ Talking when the teacher is talking</li> <li>❖ Talking when another child is talking</li> <li>❖ Shouting out of turn</li> <li>❖ Disrupting learning, either pupil’s own or that of others, through fidgeting with pens, books and copies.</li> <li>❖ Making silly and disruptive noises e.g. singing, humming,</li> <li>❖ Failing to maintain an acceptable noise level on corridor.</li> <li>❖ Demonstrating an overly-casual attitude to staff or adult members of school community.</li> <li>❖ Failure to adhere to school rules regarding sheds</li> <li>❖ Failure to adhere to yard boundaries</li> <li>❖ Rough play on the yard, pushing, mock fighting etc.</li> <li>❖ Anti-social behaviour including, but not limited to, spitting, use of bad or inappropriate language, name calling, jeering, booing etc.</li> </ul>	<p>In dealing with these minor unacceptable behaviour the pupil will be given three warnings, after which the teacher may take any of the following steps:</p> <ul style="list-style-type: none"> <li>❖ Temporary removal from lessons</li> <li>❖ Loss of responsibility</li> <li>❖ Loss of privileges.</li> <li>❖ Completion of a penalty sheet at home or at school</li> </ul>
<b>Serious Unacceptable Behaviour.</b>	<b>Sanctions</b>
<ul style="list-style-type: none"> <li>❖ Dishonesty, telling lies, failing to admit the truth, forging signatures etc.</li> <li>❖ Ongoing poor attitude and lack of respect.</li> <li>❖ Back answering and challenging adults</li> <li>❖ Treating peers disrespectfully</li> <li>❖ Targeted, but not persistent anti-social or nasty behaviour towards peers.</li> <li>❖ Throwing items across the room</li> <li>❖ Defacing and/or breaking of school property or the property of others.</li> <li>❖ Persistent use of bad or inappropriate language.</li> <li>❖ Physical altercations in class or in the yard.</li> <li>❖ Dangerous or reckless play on the yard.</li> </ul>	<p>In dealing with these serious unacceptable behaviours, at the teacher’s discretion the pupil may be given a maximum of one warning, after which the teacher may take any of the following steps.</p> <ul style="list-style-type: none"> <li>❖ Temporary removal from lessons</li> <li>❖ Intervention from the Principal</li> <li>❖ Communication with the child’s parents or guardians.</li> <li>❖ A penalty sheet to be completed by the child and signed by his parents or guardian.</li> <li>❖ Loss of responsibility</li> <li>❖ Loss of privileges</li> <li>❖ Yard privileges revoked</li> </ul>

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Major Unacceptable Behaviour	Sanctions
<ul style="list-style-type: none"> <li>❖ Persistent disrespect of school staff including open defiance of teacher's instruction</li> <li>❖ Theft</li> <li>❖ Targeted, persistent anti-social behaviour which will be regarded as bullying.</li> <li>❖ Discrimination or discriminatory insults based on, but not limited to;</li> <li>❖ Racism</li> <li>❖ Homophobia</li> <li>❖ Sexism</li> <li>❖ Social/Economic background</li> <li>❖ Vandalism of school property</li> <li>❖ Setting off the fire alarm</li> <li>❖ Leaving school premises without permission</li> <li>❖ Absence from school without permission</li> <li>❖ Inappropriate use of mobile phones/ electronic devices contrary to Mobile Phone School Policy.</li> <li>❖ Possession of dangerous or inappropriate objects on school premises.</li> </ul>	<p>In dealing with these major unacceptable behaviours the teacher will immediately inform the Principal of the pupil's behaviour and may take any or all of the following steps.</p> <ul style="list-style-type: none"> <li>❖ Communication with pupil's guardian or parent</li> <li>❖ Yard privileges revoked</li> <li>❖ Withdrawal from lessons</li> </ul> <p>In very serious circumstances the Principal may impose the following sanction, in compliance with the Code of Behaviour:</p> <ul style="list-style-type: none"> <li>❖ Suspension.</li> </ul> <p>The Code of Behaviour sets out the school's Expulsion Policy. The authority to expel a pupil rests solely with the Board of Management and is subject to an external appeal.</p>

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**7 Approval & Review**

The Approval section must be on the final page of the document. It must conform to the template below. All fields must be included and completed.

Initial Approval

\_\_\_\_\_

Chairperson of Board of Management

\_\_\_\_\_

Effective Date

Month/Year \_\_\_\_\_

Review date

\_\_\_\_\_

1<sup>st</sup> Review Approval

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Chairperson of Board of Management

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Effective Date

Month/Year \_\_\_\_\_

Review date



2<sup>nd</sup> Review Approval

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Chairperson of Board of Management

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Effective Date

Month/Year \_\_\_\_\_

Review date