



# Melview National School

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Principal: Bryan Kennedy    Deputy Principal: Carmel Browne

## Code of Behaviour

Reference:2023

Date: 23/10/23

Approval: Mr. Jimmy O' Connor

Issued By: Bryan Kennedy

### Introduction:

This policy was reviewed in October 2023 by the teaching staff, parents and the Board of Management.

The Code of Behaviour for Melview National School describes our expectations about how each member of the school community (students, staff and parents) will help to make our school a good place for teaching and learning.

The Code also describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school.

### Our Code of Behaviour: -

- gives priority to promoting good behaviour. We place emphasis on setting high expectations and affirming good behaviour.
- makes clear that the educational needs of a student whose behaviour is unacceptable will be balanced with the educational needs of other students in the school.
- will foster and encourage a relationship of trust between students and teachers.
- is based on the principle of fairness and respects the principle of natural justice, thus ensuring a consistent approach to behaviour on the part of all school personnel.
- prevents discrimination and allows for appropriate accommodation of difference.
- is based on a commitment to the welfare of every student ie. the right to participate in and benefit from education.
- helps to promote a positive and safe working environment for all staff including a positive, safe classroom environment for teachers.
- promotes the conditions of learning and teaching, dignity and freedom from threat of violence for both staff and students.

**Rationale:**

It is necessary to review our Code of Behaviour at this time for the following reasons:

- To ensure an orderly climate for learning in the school.
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools*, national Education Welfare Board (NEWB), 2008

**Aims:**

- In devising the code, consideration has to be given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development.
- Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school.

**Principles:**

- The school recognises the variety of differences that exist between children and the need to tolerate these differences.
- 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, parents and pupils.
- Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner.

**Behaviour can be learned**

This means it can change. The code therefore gives priority to promoting good behaviour. The emphasis of the code is on setting high expectations and affirming good behaviour

**Changing Behaviour**

Children have to learn:-

- that this Code of Behaviour applies to me at all times, whoever is in charge of me and wherever I am.
- I should respect others whatever their physical or mental abilities
- I should respect other children and their families whatever their race, religion, class or cultural background.
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**School Rules:****Safety:**

For my own safety and that of others;

- I should be careful coming into and going out of school
- I should always walk while in the school building
- I should always show respect for my fellow pupils in school
- Bring a note of explanation following absences
- I should never leave the school grounds without the permission of the Principal or teacher.

### **Caring for myself:**

- I should respect myself and my property, always keeping my school bag, books and copies in good order.
- I should arrive to school on time.
- I should show respect for my school
- I should always wear my complete school uniform every day.
- I should always be aware of my personal cleanliness
- I should always bring a sensible, nutritional lunch to school. Crisps, minerals, sweets or chewing gum are not allowed as per our Healthy Eating Policy. I can't bring soft drinks to school, only water or milk.
- I should always **do my best** in school by listening carefully, working as hard as I can and by completing my homework.
- I should always try to have a proper night sleep.

### **Caring for others:**

- I should be kind and respectful to teachers, fellow pupils and all school visitors by being mannerly and polite, by taking turns and remaining orderly in my class line.
- I should behave well in class so that my fellow pupils and I can learn.
- I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers etc home. I should show respect for the property of my fellow pupils, the school building and grounds.
- Be truthful and honest at all times.
- I should return everything I borrow from the school and other pupils.
- Behave in an exemplary manner on school outings ie. Football matches, tours etc.. It is important that I follow direction from the person in charge.
- I should play / speak with my peers in the yard with respect and kindness.

### **Communication:**

The use of mobile phones and all forms of electronic recording devices by pupils is not permitted in the school building or grounds at any time except where such use has been approved by a member of staff for a specific purpose.

Telephone calls to parents / guardians can be made on behalf of pupils from the Secretary's Office when necessary. Telephone calls or messages from parents / guardians to pupils must be directed through the Secretary's Office.

Parents / guardians will be informed by phone call, email or letter where: punctuality, absenteeism, homework or behaviour are a cause of concern. All staff to be good role models while using mobile phones.

**Class Rules:**

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum - Incredible Years Classroom Behaviour Programme-and are devised with a regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour (e.g. 'Walk' instead of '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 difference. Where difficulties arise, parents will be contacted at an early stage.

**Children with Additional Needs:**

Children with additional needs will be required to follow the schools Code of Behaviour but teachers will use their professional judgement in its application. Helping the children to understand behaviour and its consequences will be a focus of the teacher's work. Appropriate strategies may be explored / agreed upon in collaboration with the parents / guardian of the child.

**Bullying:**

Dealt with in full in Anti Bullying Policy.

I should never bully others. I should never allow others to bully me and if it happens, I should tell my parents/guardians and my teacher. Bullying is always unacceptable.

**Melview National School is a " Bully - Free " Zone.**

**Unacceptable Behaviour:**

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents/guardians will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of serious misbehaviour;

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft

Examples of gross misbehaviour;

- Assault on a teacher or pupil
- Serious theft
- Serious damage to property

## **Sanctions**

The use of sanctions or consequences should be characterised by certain features:

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group punishment should be avoided as it breeds resentment

## **Strategies:**

**To encourage good behaviour be fair and consistent**

### **1. Praise may be given by means of any of the following:**

- A quiet word or gesture to show approval
- A comment in a pupil's copy
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Recognise and value children's efforts to produce good work
- Encourage children to praise others
- Highlight good behaviour

### **2. Disapproval of unacceptable behaviour will be dealt with as follows:**

(The nature of the behaviour will determine the strategy)

- Reasoning with pupils
- Reprimand (including advice on how to improve), ensure that criticism is considerate.
- Prescribing extra work
- Temporary separation from peers. Teacher take note of the unacceptable behaviour
- Temporary separation from peers if unacceptable behaviour is in the yard. Teacher take note of the unacceptable behaviour.
- Detention during breaks
- Communication with parents
- Referral to Principal / Deputy Principal
- Suspension / expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by Circular 7/88)

## **Procedures:**

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and / or Principal based on a common sense approach with regard to the gravity / frequency of such misdemeanours.

**Suspension and Expulsion:**

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents/guardians concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards members of staff or pupil will be regarded as serious or gross misbehaviour. Where a pupil engages in violent or threatening behaviour causing a risk to the safety of the pupil himself or other pupils or staff the pupil shall be suspended immediately in accordance with school's procedures for suspension.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parent/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any other relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. An immediate suspension may be for a period of 1 - 3 days depending on the severity of the specific behaviour. The Board of Management delegates the authority to suspend for up to 3 days to the Principal. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but will not exceed 5 days.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Welfare Act.

**Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parent/guardians may apply to have the pupil reinstated to the school. The parent/guardians 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 Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class. The Board of Management may authorise Chairperson / Principal to readmit the pupil.

**Behaviour on Bus:**



The bus service is privately operated and our school accepts no responsibility for the same, however, pupils who use bus transport to / from school are expected to:

- follow the directions of those in charge - bus driver
- remain seated on the bus and use the seat belts
- obey the rules of the road going to and from the bus.

**Security and Safety:**

- Children may not leave the grounds during the day unless collected by parents for dental or medical appointments etc.
- Running in corridors and climbing walls or sheds is forbidden.
- Children are supervised in the Junior and Senior yards by members of staff during the breaks.
- Parents/guardians are asked to obey the parking rules.
- Senior pupils need written permission to go home on the bus at 2.05pm.

**Methods of communicating with parents/guardians**

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parent/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. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parent/guardians have been established and are being reviewed regularly.

Parent/guardians should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

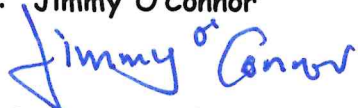
- Informal parent / teacher meetings and Formal parent / teacher meetings
- Through children's homework journal (Infants do not have homework journals - check bags)
- Letters / notes from school to home and from home to school
- Text messages / Phone Calls/ Class Dojo/ Seesaw

The Code of Behaviour is reviewed by staff each year

**Signed on behalf of the Board of Management:**

Chairman: Jimmy O'Connor

Date: 25<sup>th</sup> October 2023



25/10/23.

Principal: Bryan Kennedy

Date: 25<sup>th</sup> October 2023



25/10/23