



St. Patrick's De La Salle Boys' National School

Code of Behaviour and Discipline

This Code of Behaviour is prepared in accordance with the guidelines set out in "Developing a Code of Behaviour: Guidelines for Schools" published by the National Educational Welfare Board (NEWB, 2008). The Code of Behaviour also conforms to legislation as required by Section 23 of the Education Welfare Act (2000).

This Code of Behaviour is published on the school website and provided to the Parents' Association of our school. A copy is provided to parents of pupils enrolling a pupil at our school before the beginning of the school year in September. This Code of Behaviour needs to be considered in association with other school policies.

We ask parent(s)/guardian(s) to familiarise themselves with the Code of Behaviour and confirm on the enrolment form that it is acceptable to him/her/them and that s/he/they shall make all reasonable efforts to ensure compliance with such code by the student.

SECTION 1

1.1 PHILOSOPHY AND ETHOS OF OUR SCHOOL

- (i) St. Patrick's De La Salle Boys National School School is a Christian Community assisting the family and parish in creating a positive ethos, which permeates all the activities of the school and where every attempt is made to match the curriculum to the abilities, aptitudes and interests of the children.
- (ii) Our school is a centre of formation - enabling each child to become aware of the dignity and value of each person. It creates an environment where discipline aims at responsible freedom and where there is respect for faith, tradition and culture of others.
- (iii) We accept that our school strives to provide its students with education for life and living .We aim to develop and implement the curriculum which seeks to ensure that each child has an equal chance of obtaining optimum personal fulfilment

1.2 Our Vision of Our School

- (i) This school will promote the development of the whole person within a Christian community encouraging an awareness of self-worth, and personal dignity, so that each can live as an integrated and responsible citizen. It will foster parental involvement to assist this.

- (ii) It will aspire to excellence in all things by insisting on high standards of discipline punctuality and academic performance by encouraging integrity grounded in justice and a social conscience, by empowering each to develop skills necessary for now and the future and by striving towards the fullest human development of all.
- (iii) It will be a centre of organisation that nurtures the development of the whole person based on order, personal responsibility, interdependence, respect for persons, respect for others' property and the cultivation of a deep religious sense through reflection, ritual celebration and prayer.
- (iv) Mindful of our culture, our traditions and our rich heritage, this school will be a caring, compassionate community alive to justice, to the search for truth, to our own giftedness, to true freedom and open to the wholeness of life.

1.3 AIMS OF PRIMARY EDUCATION

- (i) To enable the child to live a full life as a child.
- (ii) To equip him to avail himself of further education
- (iii) To prepare him to live a full and useful life as an adult and by drawing on the combined efforts of his home, his church and his school to strive to ensure that his all-round growth is healthy and harmonious.
- (iv) To help the child to develop self-discipline and acceptable behaviour.
- (v) To help the child to think clearly and act independently.
- (vi) To cultivate in the child the motivation to apply himself to worthwhile and satisfying activities - thereby enhancing his self-esteem

SECTION 2

2.1 YOUR ROLE AS PARENTS/GUARDIANS

We believe that you are the chief educators of your children in faith, civic and Christian values. You can make a very positive contribution to your child's education and to the running of your school by considering the following suggestions:-

- (i) Talk to your child about school for some time each day.
- (ii) Look at his exercise books, check his homework diary, making sure that his work is done neatly and carefully. Check his school bag for letters sent home from school.
- (iii) Parents can co-operate with the school by familiarising their children with school values, by encouraging them to abide by the rules and by ensuring that homework is allocated due time and effort by the child
- (iv) Have his clothes labelled and his books covered and named.
- (v) Set guidelines for viewing media devices / mobile phones at home.
- (vi) Inculcate social skills of tying laces, buttons and zips. Encourage your child in the use of handkerchief, toilet training and table manners.

(vii) Recognise that the teacher and parent expectations can be made compatible in the learning of the Shared Reading and Religious Programmes.

(viii) Be actively involved in the Parents' Association.

2.2 Communication between Parents and Teachers

Communication between home and school may occur in the following ways:-

- (i) a note in the child's homework journal
- (ii) a letter to the parent or teacher
- (iii) informal personal contact
- (iv) Parent/Teacher meeting
- (v) Should a meeting be sought, parents should make an appointment with the teacher at a time which will minimise disruption to class.

SECTION 3

3.1. HOMEWORK

- (i) The objective in assigning homework is to practise and consolidate work done at school. Homework is kept to a minimum because we believe that children should be allowed adequate time to develop their own interests and talent.
- (ii) The following guidelines should be helpful, bearing in mind the ability of the child:-

Junior Infants	15 mins
Senior Infants	15 mins
1 st and 2 nd Class	20 to 30 mins
3 rd and 4 th Class	45 mins
5 th and 6 th classes	1hr to 1hr 15 mins

- (iii) Parents should strive to ensure that homework and shared reading is allocated due time and done in a relaxed atmosphere free from noise, visual devices etc.
- (iv) Homework will be given to consolidate work done.
- (v) Homework will be given only when thoroughly explained
- (vi) Homework will be consistent in format and estimated time of completion
- (vii) Homework may only be given on school days.
- (viii) Incomplete homework may have to be completed
- (ix) Badly presented work may have to be redone

3.2 Attendance

Pupils are required to be regular in their attendance at school. After a pupil has been absent, contact with the school should be made by note/telephone call

If a pupil has to leave school early, a note / telephone call from the parents is required.

3.3 School Times

- (i) **8.30 a.m. doors unlocked for reception of pupils.**
Parents should plan to have their children at the school for 8.50a.m. Teachers and Special Needs Assistants supervise the play yards between 8:40a.m. and 8:50a.m.
- (ii) **Junior and Senior Infants** go home at 1.30 p.m.
- (iii) **2.30p.m.** All other classes dismissed. The two exits from the school are supervised by teachers from 2:30p.m. to 2:40p.m.

3.4 The Principal, Mr. Joe Carty, can be seen only by appointment through the Secretary, Mrs. Eva McIntyre.

3.5 **School Uniform.**

School uniform consists of grey trousers, blue shirt, navy 'V' neck pullover, school tie (navy) and must be worn at all times. On P.E. days the school tracksuit and runners must be worn.

All items of clothing and personal belongings should be labelled.

3.6 **HEALTH & HYGIENE**

(i) The Principal and the class teacher should be informed in writing by you if your child has a change in his/her health circumstances e.g. diagnosis of a medical condition, assessment reports/updates from relevant professionals, newly-prescribed medication / change in dosage etc.

(ii) To cultivate good eating habits, children are encouraged to bring a nutritious lunch to school. **Chewing gum, crisps and fizzy drinks are not allowed.**

(iii) Parents are encouraged to ensure pupils get adequate sleep and to discuss the importance of same with their children.

(iv) The school must be informed should you have found it necessary to treat your child's hair for head lice, treat skin conditions or if your child has contracted a communicable disease.

(v) Parents are asked to keep their child at home if he/she presents with any one or more of the symptoms of Covid -19:

- a temperature of 38 degrees Celsius or more
- a new cough - this can be any kind of cough, not just dry
- loss or changed sense of taste or smell
- shortness of breath

Less common symptoms of COVID-19 include:

- sore throat
- headaches
- feeling sick or vomiting

If your child has any of these symptoms keep them at home for at least 48 hours. It's unlikely they have COVID-19, but they could be a sign of another infectious illness.

The people your child lives with do not need to restrict their movements as long as they feel OK.

After 48 hours it's OK to send your child back to school or childcare as long as:

- their symptoms do not get worse
- they do not develop new symptoms
- they have not had paracetamol or ibuprofen during these 48 hours - this may hide a fever if they have one
- no one else they live with is ill or has tested positive for COVID-19

Please refer to the school's Covid-19 Response plan which is available on our website www.stpatsbns.eu

Please also note the guidance from the HSE in relation to schools and Covid-19 www.gov.ie/backtoschool

3.7 Accidents

If an accident occurs or if a child is injured inside or outside the classroom or in the school yard, our policy is:-

- (i) If of a minor nature, basic first aid is administered by the appropriate staff member
- (ii) Serious injuries - suspected fractures, deep cuts etc. which perhaps may need stitches will result in your child's attendance at A&E Mayo General Hospital, Castlebar. In such cases, the parents are alerted as soon as possible; parents may wish to bring the child to the G.P. Hospital themselves.
- (iii) If a child complains of stomach pain, headache or toothache, his parents will be informed as soon as possible and arrangements will be made to take him home.

SECTION 4 - GENERAL GUIDELINES FOR BEHAVIOUR

4.1. Each child has the right to education in a relatively disruptive free environment. To achieve this the school should be a well ordered and disciplined place

4.2 All pupils are expected to:-

- (i) behave in a responsible manner towards the school and others, showing consideration, courtesy and respect for other pupils and adults at all times.
- (ii) Show respect for the property of the individual and of the school at all times.
- (iii) Behave in a way which will emphasise the good name of family and school at all times.

4.3 How we draw up guidelines:-

- (i) Pupils are consulted, where appropriate, in the drawing up of detailed rules of behaviour
- (ii). The reasons for these rules to be discussed.
- (iii) Teachers to draw up proposed set of rules and sanctions
- (iv) Sanctions to be graded, fair, consistent and acceptable to the pupils.
- (v) Board of Management to endorse the school's Code of Behaviour.
- (vi) Parents to be informed of Code of Behaviour and their acceptance to be sought at the enrolment of their child.
- (vii) Each teacher to be responsible for their own class during teaching time and may involve a set of classroom-specific rules.
- (viii) Teachers on supervision duty to have responsibility during break times; class teacher to be informed of serious breach of discipline by supervisor.

4.4 Behaviour in Class:

- (i) Pupils should co-operate with instructions given by the teacher.
- (ii) Pupils should bring to school each day the books, stationery items etc. necessary to do their work properly.
- (iii). **Courtesy, Respect, Consideration and Honesty** are the basis for good classroom behaviour - this ensures the rights of all to learn in a safe, secure environment.
- (iv). Pupils are expected to assist in keeping their own classroom neat and tidy

4.5 BEHAVIOUR IN THE PLAYGROUND

- (i). Pupils should recognise the rights of all children in the playground.
- (ii) Pupils should not behave in a way which endangers themselves or others.
- (iii) Pupils should not interfere with other children's games at playtime.

- (iv). Pupils should remain within the playground boundaries during breaks and should only enter the school having received the consent of the teacher on duty.
- (v). Pupils are expected to be attentive at line-up time. This is also true when a fire drill is in progress.
- (vi). Pupils should co-operate with instructions given by the teacher on duty.
- (vii). Pupils are expected to keep the playground litter free.

SECTION 5 PROCEDURES FOLLOWED WHEN DEALING WITH MISBEHAVIOUR

- (i) The Class Teacher or the person in charge deals with the situation and imposes a Sanction(s)
- (ii) The class teacher may consult with the parent(s) of the child of concern and affected children with a view to resolve the issue. If the problem persists, or in the case of serious misbehaviour it may be necessary to have a meeting between the parents, teacher and Principal to address the issue, always with the objective of helping the child.
- (iii) A written record will be kept of instances of serious misbehaviour and of advice given to the child.
- (iv) Improvement in behaviour will also be recorded.

SECTION 6- SANCTIONS

6.1 Sanctions are necessary to register disapproval of unacceptable behaviour. They take account of the nature and incidence of indiscipline so that a proportionate response is taken.

It is important to note that sanctions are taken by staff in a proportionate manner depending on the nature of the misbehaviour and as a last resort. The school promotes a positive approach to behaviour with praise and encouragement given to pupils so that good choices will follow. Staff regularly use the following approaches to minimise episodes of misbehaviour: reward systems (for classroom and the yard), desired privileges/responsibilities, adjusted time tables (classroom and yard), movement breaks, support from a Special Needs Assistant, music therapy, and 'buddy' time with peers etc. The school engages with parents as appropriate when issues of misbehaviour arise concerning pupils e.g. telephone call(s), letter(s), meeting(s). The school often engages the support of outside agencies to assist with misbehaviour by pupils of a sustained nature e.g. National Educational Psychological Service (NEPS), Special Education Support Service (SESS), Western Care Association (Behaviour Support Service), TUSLA family home support services, Le Chéile Family Support Centre.

6.2 In imposing sanctions, it is the behaviour which is unacceptable and not the individual. A step by step approach will be adopted in their imposition as follows:-

6.3 The pupil is made aware that his behaviour is unacceptable

- (i) Reasoning with the pupil
- (ii) Verbal reprimand from the teacher
- (iii) Temporary separation from peers

- (iv) Loss of privileges
- (v) Prescribing additional work.
- (VI) Changing seating arrangements in the class
- (vii) A note or comment on the child's homework journal to be signed by parents
- (viii) Parents invited to meet the teacher
- (ix) Referral to the Principal
- (x) Regular report / review with the Principal as required

6.4 SUSPENSION

(i) Contact is made at the earliest opportunity with the parents of the suspended pupil to outline the nature of the misbehaviour and to confirm the imposition of a suspension. A letter is written to the parents from the Secretary of the Board of Management of the suspended pupil outlining the reasons for the suspension and confirming the duration of the suspension.

(ii) The pupil may have to be suspended (usually) for a period of up to three school days but extending to five days in a matter of grave import. Actions taken will be in compliance with NEWB guidelines.

(iii) A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of ten school days to allow for consultation with pupil's parent(s).

(iv) The ultimate sanction of expulsion/exclusion may be considered in an extreme case and shall only be exercised with the prior consent of the patron. The Board of Management will follow the guidelines provided by the NEWB in matters relating to expulsion/exclusion.

(The objective of helping the child throughout these procedures is paramount. The school will observe a fair and consistent approach in these matters)

6.5 COVID 19 CONTROL MEASURES

The Board of Management has, under guidance from the Department of Education, implemented a number of measures intended to control the spread of Covid-19. These measures are detailed in the school's response plan and the Covid-19 risk assessment.

All pupils are required to comply with any Covid-19 control measures that the school has in place.

These measures may change from time to time, according to advice received from the Department of Education and the public health authorities. Any changes will be communicated to parents. Pupils will be supported in adhering to the measures by their class teachers and other school personnel.

Pupils who persistently fail to comply with the measures may be subject to disciplinary action under this policy.

SECTION 7 - POLICY ON BULLYING BEHAVIOUR

Definition of Bullying

Bullying is repeated aggression, either verbal, psychological, or physical, conducted by an individual or group against others.

7.1 POLICY AIMS

- (i) To raise awareness of bullying as an unacceptable form of behaviour and to encourage children to disclose and discuss incidents of bullying behaviour including.
- (ii) To provide procedures for reporting, investigating and dealing with incidents of bullying behaviour.
- (iii) To work in consultation parents in controlling bullying behaviour.

7.2 Implementation of the Policy:-

Each term children via curriculum are made aware of the unacceptability of bullying behaviour and are encouraged to report it. Children are told that when they report such incidents they are not "telling tales" but acting responsibly. Resources at school: Stay Safe Programme / Internet Safety Talks / SPHE (Social, Personal and Health Education) Curriculum

7.3 Procedures for Reporting Incidents of Bullying Behaviour

Parents and children may report incidents of bullying behaviour to a teacher at any time by:-

- a) speaking to the teacher during class or at break-time, or
- b) writing a note to the teacher.

7.4 Reported Incidents of Bullying Behaviour

- (i) Incidents of bullying behaviour should be investigated in a manner which will avoid public humiliation of the victim or the pupil engaged in bullying behaviour E.g. outside the classroom setting or at break time.
- (ii) The teacher should speak separately to the pupils involved
- (iii) If a group is involved, each member should be interviewed individually and then Meet together.
- (iv) All interviews should be conducted with sensitivity and with due fairness to the pupil concerned.

7.5 Dealing with Incidents of Bullying Behaviour

- (i). If a pupil has been engaged in bullying behaviour, it should be made clear to him that he is in breach of the Code of Behaviour and try to get him to see the situation from the victim's point of view.
- (ii) In cases where it has been determined that bullying behaviour has occurred, the parents of the two parties are informed
- (iii) Where cases remain unresolved at school level, the case should be referred to the Board of Management. If not solved at the Board of Management level, the case should be referred to the local inspectorate.

7.6 Review

This code will be subject to continuous review in the light of the incidents of bullying behaviour encountered.

SECTION 8 - CONCLUSION

This policy has been put in place to ensure the orderly operation of our school and to provide an environment mindful at all times of the safety and welfare of our pupils and staff.

While some of the regulations apply directly to the children and others require the co-operation and assistance of parents, all to a greater or lesser extent require the close co-operation of pupils, teachers, support staff and the Board of Management

Signed:

Peter Glynn, Chairperson of the Board of Management

Joseph Carty, Principal

1st December 2020