



*St. Margaret's National School,
Curracloe, Enniscorthy, Co. Wexford.*

Tel: 053 9137283 / Fax: 053 9137056

E-mail:stmargaret.ias@eircom.net

www.curracloens.ie

Roll Nr. 14492D

CODE OF BEHAVIOUR

Here at St. Margaret's N.S. we aim to promote the full and harmonious development of all aspects of the person of the child. We aim to create an ordered and orderly environment in which self esteem is fostered. We aim at a general education which embodies high academic standards allied to a broad range of experience, which will develop the whole child and prepare him or her for the demands of future education and the rapidly changing society in which we now live.

We believe discipline should be positively enforced. Good behaviour is applauded and rewarded. Each teacher has their own reward system e.g. stars/charts/stickers/homework off etc. which encourages positive behaviour and teaches the children social skills. Every opportunity is taken to reward and praise children, particularly at assembly time. Our motto is "Mol an Óige agus tiocfaidh sí."

Good Behaviour we encourage in our School

- We show respect for ourselves and others.
- We show respect for our own property and the property of others.
- We show respect for other students and their learning.
- We are kind and willing to help others.
- We walk quietly in the school building.
- We show courtesy and good manners to all.
- We try to use respectful ways to resolve difficulties.
- We ask permission to leave the classroom or school
- We take responsibility for our own work.
- We wear the school uniform.
- We follow our Healthy Eating Policy.
- We arrive on time.

School Rules

Corridor Rules

1. I will always walk quietly, never run.
2. I will let others pass.
3. I will not push or shove.
4. I will walk on the left in single file.

Classroom Rules

1. I will be mannerly at all times.
2. I will sit on my chair and do my work.
3. I will listen and i will let others speak.
4. I will always walk and never run.
5. I will help to keep a tidy classroom.
6. I will use the toilet properly and wash my hands.
7. I will be kind and helpful and not hurt other people's feelings.
8. I will wear my school uniform.
9. I will stay seated during ' wet breaks'.

Yard Rules

1. I will walk quietly in my line to and from the yard.
2. I will let others join in my games.
3. I will not play rough, physical games e.g. rugby, Wembley etc.
4. I will not use anything that could injure someone.
5. I will be gentle. I will not push, kick, punch or injure any child or teacher.
6. I will ask the yard teacher for permission to go inside.
7. I will not use bad language or call names.
8. I will be fair.
9. I will walk to my line when I hear the bell and I will wait in my line until I am called inside.
10. I understand that I am not allowed in my classroom at break times unsupervised.
11. I will stay in my designated play area.

General Rules

1. Pupils are not allowed to wear makeup of any sort at school or at school events.
2. Pupils must wear the school uniform.
3. Pupils are not allowed to have mobile phones in school.
4. Jewellery that may be a hazard to other pupils is not allowed.

Class Charter

At the beginning of each school year, the class teacher will draw up a class charter with the pupils. These will be based on the school rules and will be kept to a minimum. Rules will be applied in a fair and consistent way with due regard to the age of the pupils and to individual needs.

Reward Systems

In line with our Mission Statement we strive to help children achieve their personal best in all areas of their lives. Our reward system seeks to provide positive reinforcement to all children of all abilities and talents. Each class teacher has their own class systems and the following are examples which are used as rewards:

A quiet word or gesture to show approval;
A comment in the pupils copy or homework journal;
A visit to the Principal or another teacher for commendation;
A word of praise in front of group or class;
Delegating some special responsibility or privilege;
A mention to parents, written or verbal communication;
A "Bualah Bos" in class or a special mention at assembly;
Certificates;
Homework Vouchers;
Golden Time;
Raffle;
Trips.

Misbehaviour

There are three levels of misbehaviour: Minor, Serious and Gross. Everyday instances of a minor nature will be dealt with by the class teacher or the supervising teacher at breaktimes.

In cases of repeated serious misbehaviour or an instance of gross misbehaviour parents will be involved at an early stage and invited to meet the class teacher and/or the Principal to discuss their child's behaviour.

Examples of minor misbehaviour include

Bringing chewing gum to school
Not following instructions
Behaviour that interferes with teaching and learning

Examples of serious misbehaviour include

Behaviour that is hurtful (including bullying, discrimination and victimisation)
Threats or physical hurt to another person
Leaving school activities without permission
Misuse of phones

Examples of gross misbehaviour include

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

This is not an exhaustive list.

DEFINITION OF BULLYING

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The list of examples below is non exhaustive, and schools may wish to add behaviours which reflect their own circumstances.

Examples of bullying behaviours

General behaviours which apply to all types of	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.• Physical aggression
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<p>bullying</p>	<ul style="list-style-type: none"> • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

Formal Steps 1-6

When using the following steps, extra time, care and discretion must be used when dealing with pupils who have extra special needs.

- **Steps 1-4: verbal/written warnings**
- **Step 5: Suspension**
- **Step 6: Expulsion**

Note: For a serious breach of school rules pupils can move to stage 4 immediately. At this stage parents of pupils who misbehave repeatedly or misbehave seriously must be contacted by the principal. Parents should be forwarded a copy of Code of Behaviour at this stage. The principal, in doing so, will seek the help, support and assistance of parents.

STEP 1:

Verbal warning.

Teacher may also send home a note if deemed necessary. If behavior continues move to step 2.

STEP 2:

Verbal warning and sanctions

Sanctions could be:

- Some extra work
- Homework on Friday
- Student Behaviour Reflection Form to be filled out by pupil. Copy of form at the back of this policy.
- Loss of other privileges.
- Parents to be informed.

If behavior continues move to Step 3

STEP 3:

Verbal Warning and moved to a desk on their own or removed to another class for a short period of time.

A behavioural plan may be put in place for a number of weeks to help improve behaviour. Help from support teachers can be sought at this stage also.

Sanctions from step 2 can be used also. If behaviour is recurring move to step 4.

STEP 4:

Parents and pupil will be informed that the pupil is moving to step 4.

Where there are repeated infringements of the rules the school may then support the pupil by implementing the following:

1. A targeted individual behaviour plan will be implemented with all teachers supporting the pupil.
2. A restricted timetable may be used if deemed practicable, DES Inspector to be informed if used.
3. NEPS psychologist will be contacted for support and advice.

Parents must aid school with this behavioural plan. Without their assistance it will be more difficult to change the recurring behaviour. The Board of Management will be updated at the next Board meeting. Sanctions from Step 2 can be used also.

STEP 5: Suspension

STEP 6: Expulsion

A pupil may be suspended or expelled following the guidelines as set down by the Department of Education and Science. These procedures are available in the school office and will be provided to parents at the earliest opportunity.

Immediate suspension:

In exceptional circumstances the board has authorised the Principal to impose an immediate suspension where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

The following may be used to show disapproval of misbehaviour;

- reasoning with the pupil,
- verbal warning
- reprimand,
- temporary separation from other pupils,
- loss of privileges,
- time out ,
- prescribing of additional work,
- referral to Principal,
- communication with parents,
- suspension or expulsion.

For repeated instances of serious misbehaviour or for a single instance of gross misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the

Chairperson and the Principal Teacher. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a temporary period. Any suspension will be in accordance with the procedures outlined in the NEWB developing a Code of Behaviour: Guidelines for Schools, Pg. 70-78. Procedures for expulsion will follow the same guidelines from Pg. 80-86.

The Principal has been authorised by the Board of Management to send home a pupil for the remainder of the day in the event of a gross misbehaviour.

Physical Intervention

Physical Intervention is not used in St. Margaret's N.S. except where there is a threat to safety.

Children with Special Needs

All children are required to comply with Code of Behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/resource teacher, and or principal who will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. The children in a class may be taught strategies to assist the pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals. Occasionally when a child with Special Educational Needs displays behaviours which clearly demonstrate that a full day is too stressful (e.g. tantrums, meltdowns), it may be necessary to offer a reduced day on the grounds of the health and safety of the Special Educational Needs child, the other children and the staff.

Record Keeping

A record will be kept of all serious misbehaviour and breaches of school rules.

Ratification and communication

This policy was ratified by: B.O.M. of St. Margaret's N.S.

Chairperson: _____ **Principal:** _____

Date: _____ **Feb 17** _____ **Date:** _____ **Feb 17** _____

Review Date: _____

A copy will be disseminated to all families and all members of staff. It will be available for perusal by all members of school community in the organisations policies file.