

**SCOIL EOIN BAISTE
CAILÍNÍ NAOIDH**

**ST JOHN THE BAPTIST
INFANT GIRLS' SCHOOL**

CODE OF BEHAVIOUR

Introductory Statement

This revised code has been prepared in accordance with Guidelines issued by the National Educational Welfare Board. In revising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated, while acknowledging the right of each child to education in a relatively disruption free environment. Every effort is made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers. Emphasis is placed on the value of positive reinforcement both in the area of achievement and good behaviour with the aim of developing in the pupil an internalised self-discipline. 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, pupils and parents.

Aims

The aims of the Code of Behaviour of St John the Baptist Infant Girls' School are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach and children to learn without disruption.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasizing positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage. Parents are welcome to make an appointment to see their child's teacher at a mutually convenient time.

Guidelines

Classroom Behaviour

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to take pride in their work, fulfilling assignments with much regard for those around them.
3. Pupils are expected to have all books, pencils and other required materials.
4. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.
5. Running is not permitted in the classroom.
6. Only one child at a time will be permitted to use the bathroom.

Behaviour on the Corridors

1. Children should walk quietly in the corridors, having regard for the safety of others.
2. Banisters must be held on the stairs and children should walk in single file.
3. When children are required to leave the classroom for any reason, they will be sent in pairs for safety.

Yard Behaviour

1. The yard is supervised by two teachers at all times with the help of a special needs assistant.
2. Children must queue to use the toilet and only one child at a time will be allowed in.
3. Children are not allowed to return to their classroom during playtime.
4. Children will be encouraged to place litter in the bins provided.
5. Children are encouraged to play with their own age group.
6. Children are not allowed to lift each other up.
7. Children are not allowed to stand on the windowsills.
8. Requests to remain indoors at yard time must always be in the form of a note to the class teacher and should only be made in exceptional circumstances.
9. On the ringing of the bell at end of play, the children will freeze and walk quietly to their lines on the ringing of the second bell.
10. On days of inclement weather, children will remain indoors. Supervision will take place in the classrooms or in the music room/library depending on the weather. The children will be supervised by two teachers with the help of a special needs assistant. Children are expected to remain seated during this time.
11. Rough behaviour is discouraged on the yard.

Bullying

- Bullying is repeated intimidation and victimization of an individual or a group by another or others. Bullying causes pain and distress in the “victim” and can have serious long-term effects.
- Under the SPHE programme children will be taught how to deal with conflict and develop their own self-esteem.
- In order to prevent conflict, children are encouraged to play with their own age group.
- It will be made clear to all pupils that when they report incidents of bullying they are not telling tales but are behaving responsibly.
- All reports of bullying will be noted, investigated and dealt with by teachers. In that way pupils will gain confidence in “telling”. This confidence factor is of vital importance.
- Bullying incidents are best investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying behaviour.

In any incident of bullying:

- a) The teacher will speak separately to the pupils involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- b) The teacher will inform the Principal or Deputy Principal and serious incidents will be investigated by the Principal.
- c) The class teacher will speak to the parents of the child and depending on the severity of the incident this may be in conjunction with the Principal.

Based on the investigation and the interviews with all the parties concerned, a decision will be made on the next course of action. This may include any of the sanctions listed below.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

Strategies/Incentives

- A quiet word or gesture to show approval.
- A comment on a child’s exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.

Discouraging Misbehaviour

The purpose of sanctions and other strategies is to promote positive and discourage negative behaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- Reasoning with pupil.
- Verbal reprimand, including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal from the class to the Principal's office.
- Loss of privileges.*
- Referral to Principal.
- Communication with parent. Parents will be involved at an early stage rather than as a last resort. Communication with parents will be verbal or by letter, depending on circumstances. The parents involved will be invited to come to the school to discuss their child's case.
- Referral to the Board of Management.

*Pupils will not be deprived of engagement in a curricular area, except on the grounds of health/safety.

School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 8.35am or after the official closing time of 1.15pm.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the Code.
- Ratify the Code.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Teachers' Responsibilities

Support and implement the school's Code of Behaviour.

- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid nasty remarks and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

Parents'/Guardians' Responsibilities

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the Code of Behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Reference: *Developing a Code of Behaviour – Guidelines for Schools (National Educational Welfare Board 2008)*.

Signed: PAUL NOLAN

Chairperson, Board of Management

Date: 2 October 2012