

Code of Behaviour

Introductory Statement

This policy was devised and formulated by the school community, involving Board of Management, parents and staff of Cahermore National School, in accordance with the Rules and Regulations of the Department of Education and Skills and the Catholic Primary Schools Management Association (C.P.S.M.A.).

Ethos

Cahermore National School is a co-educational primary school, which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. While respect is paid to all religious and/or value systems, Cahermore National School is a Catholic school under the Diocese of Kerry.

Compliance with School Ethos

This policy complements the school ethos of nurturing potential in a caring environment where the welfare of children is paramount.

Rationale

The main factors contributing to the formulation of this policy can be summarised as follows:

- The development of self-discipline in pupils based on consideration, respect and tolerance for others.
- The maintenance of good order throughout the school and respect for the environment.
- If the school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a non-disruptive environment. The school code places a greater emphasis on rewards rather than on sanctions. There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage offenders. We recognise the importance of a strong sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents, the Board of Management and the Parents' Association.
- A code of positive behaviour will be fostered in Cahermore National School relative to the maturity of the child, to help create a positive environment for the intellectual, physical and emotional development of the individual person. Parents are the first educators and disciplinarians of their children. Teachers/School staff hope to offer positive techniques of motivation, encouragement and reward to create socially responsible adults reflecting the good example given both at home and, in school.

· In our view a well-disciplined person will respect both himself and others, showing due consideration to all persons in the wider community. The following school rules, expected behaviours, rewards and sanctions have been framed to put this rationale into practice.

School Rules

- Classes commence at 9.20 am until 3.00 p.m. Junior Infant classes until 2.00 p.m. Children are expected to be punctual. Children are not permitted to leave school grounds during school hours, and should not be on school premises when school is not in operation.
- All absences must be accounted for, a note in a pupil's homework notebook/email to class teacher will suffice. All notes will be returned immediately and should be retained by the parent/guardian. Absences of 20 days or more must be reported to TUSLA under Rule 21 (4b) of the Educational Welfare Act 2000.
- Pupils must enter/leave the school grounds in an orderly fashion. Bicycles, skate-boards etc., may not be used on school grounds.
- Pupils may not re-enter the school building during breaks without the permission of a teacher/supervising adult.
- Any instructions/directions given by the teacher/supervising adult shall be complied with.
- Pupils should respect themselves and their peers, and show due consideration for parents, teachers, supervising adults, authorised visitors, school property and the property of others. They are encouraged to keep the school environment clean and litter free.
- Assigned homework must be completed and homework notebook signed by parent/guardian.
- In the classroom, pupils are expected to behave in a manner conducive to a pleasant and safe learning environment where respect for the group as a whole, and the individual is paramount.
- The school yard should be a place for fun and social interaction. Play which threatens the physical safety or emotional stability of others is not accepted.

Expected Behaviour

In addition to school rules children are expected:

- to be honest
- to be tidy in appearance
- to acknowledge the equality of other races and creeds
- to show respect for self and others in school
- to be mannerly in reply, correctly addressing teachers
- to recognise that each pupil deserves a share of the teacher's time.

Reward Systems

- Personal satisfaction
- Teacher approval
- Peer approval
- Stars/merit stickers/stamps
- Dispensation from home-work

While every effort will be made to provide stimulating and relevant learning experiences for all pupils and while the school actively supports and rewards respectful behaviour, incidents of misbehaviour can still occur.

Inappropriate Behaviours and Sanctions

Examples of Minor Misbehaviour:

1. Disruption in class
2. Talking out of turn
3. Avoidance of homework
4. Infringement of school rules
5. Name calling
6. Lying
7. Unruliness in corridors/school yard
8. Lack of punctuality
9. Negative response to correction

Examples of Serious Misbehaviour:

- Constant repetition of the above (1-9)
- Physical assault of another
- Verbal abuse of a teacher/pupil
- Vandalism
- Theft
- Constant disobedience
- Cheek/defiance of teacher

- Leaving school grounds without permission
- Physical/Verbal/Emotional/Cyber bullying
- Indecent behaviour towards another
- Substance misuse

Sanctions

To facilitate the educational activities of the school, sanctions, or punishments, will have to be imposed where undesirable behaviour occurs. Misbehaviour is judged having regard to age, sensibility, and/or other relevant factors e.g. emotional distress

Strategies used are as follows:

- Teacher talking to child, making him/her aware of inappropriate behaviour and its effects on others, suggesting positive ways of correct behaviour
- Verbal reprimand
- Extra assignments
- Removal from situation
- Referral to Principal
- Note in homework journal to parents
- Exclusion from school tour, following consultation with Principal
- Log kept of child's behaviour where persistent misbehaviours occur

Serious misbehaviours will involve, in addition to above:

- Instances of gross misbehaviour recorded and parents informed.
- Parents called to a meeting in the school with the Teacher/Principal, the child may be requested to attend this meeting. The purpose of this meeting is to seek a solution to the behavioural problem, with all involved parties working together.
- If misbehaviour continues, the Board of Management may become involved, with a view to suspension/expulsion.
- In situations, involving more than 1 person, in a serious breach of discipline/bullying, the following procedures will apply.

(a) the teacher will speak to each party separately in an attempt to get all sides of the story. If a group is involved, each member will be interviewed individually and then as a group, and/or collectively. Interviews will be conducted with sensitivity and with due regard to the rights of all concerned.

Pupils/persons not directly involved can also provide useful information. A written account of the incident from those involved can be informative.

(b) The teacher will keep a written account of these interviews and give a copy to the principal.

(c) If it is determined that a serious breach of discipline has occurred,

(i) The parents will be informed and asked to attend a meeting with the Teacher/Principal.

(ii) The pupil/pupils involved may be requested to attend.

(iii) Appropriate sanctions will be imposed. This may involve suspension from

1 – 3 days.

(iv) The Board of Management will be involved.

(v) A reoccurrence of serious breaches of discipline/bullying may lead to expulsion.

· The Principal, in consultation with the Chairperson of the Board of Management, has the authority to suspend for one day with immediate effect.

· Expulsion may be challenged under Section 29 of the Educational Welfare Officer, 2000 by parents/guardians.

· The grounds for removing a suspension imposed in relation to a pupil are as follows:

a) The pupil and his/her parents meet with Principal

b) Adequate recompense be decided and agreed

c) The Code of Behaviour should be signed by the pupil, and re-signed by parents.

d) Assurance given by pupil that the Code of Behaviour will be observed, and of parent co-operation in its observance.

Roles of the Education Partners

Role of Parent

Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline. Schools can more easily implement a policy on behaviour and discipline if they receive the active support of the parents. Parents can co-operate with school by encouraging their children to abide by the school rules, by visiting the school when requested to do so by the Principal or other members of staff, by ensuring that homework is completed in line with school policy, and that the child uses the correct dress code. Please communicate regularly with the school about factors likely to affect the behaviour of your child in school. Parents have a vital role to play in ensuring regular attendance in school. Lack of attendance at school will come to the attention of TUSLA.

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Role of Teacher

Healthy relationships by their very nature involve fun, sharing, laughter, trust and honesty. However conflict and disharmony are equally part of relationships. Through the S.P.H.E.(Social, Personal and Health Education) programme in Cahermore National School, teachers will endeavour to teach children how to deal with conflict by practising different techniques that focus on identifying the problem and exploring possible solutions; for example, they can learn how to compromise, apologise, to receive an apology and to forgive. In this context, children are taught to become familiar with passive, aggressive and assertive behaviour.

The Teaching staff aims for a strong sense of community within the school which involves a high level of co-operation among staff and between, staff, pupils and parents. Staff will respond promptly and firmly to any instance of unacceptable behaviour within sight or sound of them during school hours or whilst in a supervisory capacity.

Role of Principal

The overall responsibility for discipline within the school rests with the Principal. The principal will always endeavour to facilitate meetings between parents and teachers. It is the Principal's responsibility to ensure that the school's code of behaviour and discipline is administered in a manner which is consistent and fair to all pupils.

Role of the Board of Management

The Board of Management is supportive of the Principal in the application of a fair Code of Behaviour within the school.

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Ratification, Communication, Implementation and Review

A copy of the draft Code of Behaviour policy was made available to all members of staff and to the Board of Management. The suggestions/proposals arising were considered by the Policy Committee in finalizing this policy.

· The draft policy was subsequently reviewed and formally ratified by the Board of Management on 20/6/22.

Subsequent to Board of Management ratification, the policy was made available to all staff. Parents can view this policy on the Cahermore National School website at www.cahermorenationalschool.ie.

· The plan will be implemented by the teachers and SNAs supported by the Board of Management from 20/6/22.

· It will be reviewed every 2 years.

· Review Date: June 24

Signed: Ken G Meier

Chairperson of the Board of Management

Date: Pedray O'Fallon

*Remote Learning is governed by the Code of Behaviour of Cahermore National School.