

# KILKENNY SCHOOL PROJECT N.S.

## CODE OF BEHAVIOUR

### GENERAL PRINCIPLES

*School rules are designed to ensure the safety and happiness of each pupil and to promote respect and courtesy for others.*

A high standard of social and moral behaviour is expected from all; high expectations encourage high performance.

Everyone is expected to show courtesy and respect towards others at all times. Mutual respect between pupils, teachers and parents is necessary.

Each pupil has the right to an education un-interrupted by the repeated disruptive behaviour of others in the class.

Parental support in encouraging a high standard of moral and social behaviour in school is essential.

School and class rules should be as clear as possible and are to be discussed regularly with each class, so that each pupil understands the rules and why they exist.

Positive behaviour is to be encouraged and praised.

*Each child should feel secure and valued at school.*

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**All parents are expected to support this Code and a written commitment to the Code must be given by parents on admission of their child to the KSP.**

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## Understanding Behaviour

### **Need for a shared understanding**

Teachers, parents & students of KSP need a shared understanding of the factors that influence behaviour.

A common understanding will provide a sound foundation for a whole-school approach to promoting good behaviour and for responding to inappropriate behaviour.

With better understanding of the rationale of KSP's behaviour policy, the policy is more likely to be supported and adhered to.

By sharing insights about behaviour with students, we can help them to think about and understand what makes people behave in particular ways. This builds their capacity to take responsibility for their behaviour and to help each other to behave well.

### **There is a link between learning, relationships and behaviour.**

- Behaviour has meaning.
- Behaviour can be learned.
- Understanding the context is key to understanding the behaviour.
- How we respond to a student's behaviour is critical in influencing the choices they make about how they behave.
- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good behaviour.
- The quality of relationships affects behaviour.

### **Influences on behaviour:**

- ✓ Intra-personal Factors such as age, personality, skills, beliefs. etc.
- ✓ Inter-personal Factors such as family, peer groups, school factors, social development and so on.
- ✓ Children with SEN, ADHD, EBD may have particular learning needs.

### **Differentiation of Behaviour**

Differentiation of expectations may be needed when dealing with children with differing needs (social /emotional / physical).

It is important that class teachers, learning support teachers and S.N.A.s have an agreed approach to children with special needs. This agreed approach needs to incorporate communication of expectations and helping with conformity to the agreed behavioural norms.

Although such pupils should strive towards agreed standards of behaviour, there will be times when allowances / adaptations must be made at the teacher's discretion.

Success in this regard is underpinned by the regular sharing of information relating to children with special needs. Having this information may alter staff expectations of an individual's behaviour, thereby creating an environment that is more conducive to positive behaviour on his/her part.

## **A Whole-School Approach**

Pupils' behaviour is influenced by our school climate, values, policies, practices and relationships.

The Code of Behaviour, on its own, cannot create the environment that makes it possible for students to learn and behave well. All of the above must support our Code of Behaviour.

### **KSP's Whole-School Approach to Behaviour includes:**

- ❖ Our ethos, policies and practice are in harmony.
- ❖ A teamwork approach to promoting good behaviour.
- ❖ A Whole-School approach to curriculum and classroom management.
- ❖ We have an inclusive and involved school community.

### **Aspects of school life in KSP that may impact on behaviour:**

Valuing diversity  
Disadvantaged pupils  
Relationships between teachers and students  
Pupils' sense of belonging to KSP  
School and classroom environment  
Relevant curriculum  
Classroom Management  
Parental Involvement - Open-door policy  
School Assemblies

### **Positive Strategies:**

Opportunities for teaching-staff, as a team, to discuss how our school policies and practices are working - time provided for consultation / liaison about our Code of Behaviour.

In-school support system (including time set aside at staff meetings) to discuss & share understandings about behaviour.

Opportunities and support for BOM, Principal, Teachers, other school staff, parents and students in how to understand and live up to their responsibilities, such as

- Ongoing professional development provided for staff to deepen their knowledge of the factors that affect behaviour e.g. a facilitator / expert invited to give a talk on the topic.
- Inviting a guest speaker to discuss Managing Behaviour with parents at a PTA meeting.

Using the Learn Together, SPHE, Stay Safe, RSE & Values Education programmes to help students to understand and take responsibility for their own behaviour and

relationships.

## **SCHOOL PROCEDURES ON ARRIVAL AND DEPARTURE**

### **Arriving at School**

- \* Children may not wait outside the school gates in the morning without their parents.
- \* On entry through the school gates, children may not leave the premises again until the end of the school day, or until a parent requests (verbally or in writing) to the class teacher that they may leave at a specified time during the school day.
- \* Children who come to school on bicycles should dismount at the school gate and wheel their bicycles to the designated area.
- \* Walking across the Turning-Circle is not permitted when the gates are open.
- \* While awaiting the morning bell, children must not leave the designated area without permission.
- \* When the bell rings at 9.20 a.m., the children join their class line and their teacher leads them to their classroom.

***For the safety of our children, drivers are expected to observe the Turning-Circle Rules - a copy of which is given to all new families on enrolment (Day-to-Day Information) and re-issued every September in the school Bulletin.***

### **After-School Rules**

- \* Teachers will line up their *Infant classes* outside the main entrance at 2p.m. Infants must wait for permission from their teacher before joining parent/collector.
- \* *Other classes* will exit from their classrooms by the outside door at 3p.m. and walk directly to the front of the school in an orderly manner. Children must wait for collection in the designated area at the front of the building only. (They may not wait on the ball-courts or in the willow area.)
- \* For safety reasons, ball-games and climbing on the railings are not allowed while awaiting collection.
- \* Children who travel on buses must wait on the kerb until the bus stops before they get on the bus.
- \* Cycling is not permitted on school grounds.
- \* Children who have not been collected should inform the teacher on duty and telephone contact will be made with parents/relatives.

*It is expected that pupils will be collected promptly after school and, once collected, they are subject to parental supervision and responsibility.*

## **RULES AROUND THE SCHOOL**

### **During Teaching-Time**

A child absent on a message for the class teacher should deliver the message and return to class immediately.

Children must have the permission of the class teacher to go to the toilet.

If a child shows disturbing signs of illness or accident, a teacher contacts parents at once and the child may be brought to a doctor or to the hospital. Other minor illnesses or accidents are treated at the teacher's discretion.

If a teacher has to leave the room for any reason, children must not leave their places and should continue working quietly.

Children should walk in an orderly fashion anywhere in the school building.

### **Break-Times**

Children may not stay in at break-time without verbal or written notice from parents, except at the teacher's discretion.

A rota of teachers will be on supervisory duty at each break-time.

On wet or unsuitable days, when pupils must remain in their classrooms, children are expected to engage in safe activities (e.g. board games). Computers / sand may not be used at these times. No running allowed.

School Lunch children must queue in an orderly manner and go straight out to the yard as soon as they have eaten / within the time allowed.

## **REWARDS FOR POSITIVE BEHAVIOUR**

*Rewards are used in all classes.*

In general, academic achievement, academic improvement, effort, good behaviour, improvement in behaviour, acts of courtesy and kindness, neatness in presentation of written work, and tidiness are rewarded.

In more senior classes initiative and leadership, independent work, and creativity are encouraged and may also be rewarded.

### **Individual Rewards**

Social reinforcers like verbal praise, smiles and approval are used.

More tangible rewards such as stars and stickers and stamps are also used and may sometimes be part of a cumulative or ongoing system within the class. Sweets are generally not used as rewards.

Privileges such as additional computer time, extra responsibility, a night off written homework, may be granted.

A positive written comment in the Homework Diary and written praise in a pupil's copy are found to be effective rewards. Such comments might equally be verbal to parents.

### **Group Rewards**

Rewards are also given at group or class level. They include subject of choice, extra playtime, fun activity, DVD, night off written homework, class trip, etc.

### **Special Rewards**

Small prizes may occasionally be awarded for special achievement, outstanding behaviour, projects, etc.

Commendations of pupils to another teacher / Principal/ at Assembly.

Recording of special achievement.

## **RULES AND BEHAVIOUR CHECKS**

The following rules and sanctions are discussed at the beginning of each school year in every class, and may be displayed in classrooms. They are also printed in KSP Homework Diaries, for signature by pupils and parents on an annual basis

### **Classroom Rules**

Work, hard, work quietly, and let others do their work.

Listen to others, wait your turn, and follow instructions straight away.

Have everything you need for class.

Keep your place tidy and put things away properly.

Be kind to each other and show respect towards teachers, supervisors and visitors.

Stay in your workplace unless you have permission to do otherwise.

Keep unhelpful hands, feet, objects and comments to yourself.

### **Behaviour Checks**

1. Verbal Reprimand.
  2. Temporary separation from peers.
  3. 'Time-out' at Breaktime (5 – 10 minutes).
  4. Extra work / Letter of apology.
  5. Sent to other teacher.
  6. Communication with parents.
  7. Referral to Principal.
- Very serious misbehaviour – Instant referral to the Principal*

### **Outside Class Rules**

Bring out all you need for break-time (lunch/drink/coat/ball).

Always remain in the correct playing-area unless you get permission to leave.

Only safe games and behaviour are allowed.

Games and music technology devices are not allowed at school.

Be kind to each other and show respect to supervisors.

Do not drop litter – bring it home.

When the bell rings, stop playing and line up. Walk into class in single file.

### **Behaviour Checks**

1. Verbal reprimand.
  2. Time-out (5 – 10 minutes).
  3. Name written in ‘Incident Book’(and account of incident)
  4. Name written repeatedly in ‘Incident Book’ – referral to Principal.
- Very serious misbehaviour – Instant referral to the Principal.*

### **When referred to the Principal**

1. Strong verbal reprimand
2. Name in ‘Serious Misbehaviour Book’.
3. Repeated reports in the ‘Serious Misbehaviour Book’ – communication with parents.

Depending on the nature and seriousness of the misbehaviour, the teacher / Principal will use his/her discretion in the implementation of the above and will take such action as may be necessary to safeguard the wellbeing and education of the children in the school.

### **Repeated Serious Misbehaviour and Gross Misbehaviour**

The school recognises that prevention of misbehaviour is the best solution and will co-operate fully with parents/guardians to this end. The school has a policy of regular consultation with parents (Open-Door Policy) to review each child’s progress.

In cases where repeated serious misbehaviour is involved, the Principal will contact the parents/guardians concerned to discuss the particular problem, to seek co-operation, and to outline the school’s disciplinary methods.

In some situations, consultation with, or referral to an outside agency, may be advised, e.g. NEPS, HSE Child & Family services.

*Any form of threatening behaviour is unacceptable. If children are being bullied teachers must be told so that the matter can be dealt with effectively.  
(refer to ‘KSP School Policy to Counter Bullying’)*



## SUSPENSION AND EXPULSION

A proposal to exclude a pupil through suspension or expulsion is a serious step, warranted only by very serious misbehaviour.

### **Suspension**

Normally, other interventions will have been tried before suspension. Parents will have been informed at an early stage of all instances of serious misbehaviour; teachers will have kept a written record of such instances; the normal channels of communication between home and school will have been utilised.

The decision to suspend a child requires serious grounds such as that

- ❖ The pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- ❖ The pupil's continued presence in the school at this time constitutes a threat to safety
- ❖ The student is responsible for serious damage to property

A single incident of serious misbehaviour may be grounds for suspension.

### Procedure for Suspension

- The school will inform the parents of the proposal to suspend, either in writing or by phone (written record will be kept of phone call).
- The parents and pupil are given the opportunity to respond before a decision is made.
- However, an immediate suspension may be considered when the issue of safety of the pupil him/herself, of other pupils or of the staff has been established. In this case, the Principal –having been authorised by the Board of Management– may sanction an immediate suspension, following discussion with parents and arrangements having been made for collection of the pupil.
- Written notification will be sent to the parents of a decision to suspend, including all relevant details ( reason, date & duration, aim and expectations on return, etc)
- The period will generally be a maximum of three school days, except in exceptional circumstances.
- In cases where longer-term suspension is contemplated, this must be sanctioned by the Board of Management and the parents/guardians concerned will be invited to a meeting with the Board to discuss the matter.
- A parent may appeal a suspension decision under Section 29 of the Education Act 1998 and the Education Welfare Act.
- After the suspension ends, the student will be given the opportunity and support for a fresh start.
- All suspensions are reported by the Principal to the Board of Management, and to the National Education Welfare Board. Any suspension which results in a cumulative total of twenty days or more over the school year must be reported to the local Education Welfare Officer.

*A suspension period may serve to impress on the pupil and parents the seriousness of the behaviour, while also providing the opportunity for the school to plan other interventions and set behavioural goals with the pupil and his/her parents.*

## **Expulsion**

Expulsion can be imposed by the Board of Management in extreme cases of unacceptable behaviour. A proposal to expel a pupil requires serious grounds such as that

- ❖ The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- ❖ The student's continued presence in the school constitutes a real and significant threat to safety
- ❖ The student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to the factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have already tried a series of other interventions (probably including suspension) and believe they have exhausted all other possibilities for changing the pupil's behaviour.

### Procedure for Expulsion

Schools are required to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000 when proposing to expel a pupil. The Principal may make such a proposal to the BOM in light of the fact that

- All other disciplinary / remedial options under the Code of Behaviour have been applied
- Appropriate support has been given to / sought for the student (e.g. psychological assessment, counselling)
- Discussion has taken place with parents / guardians, and warnings have been issued, in relation to serious breaches of the Code of Behaviour which may have lead to the proposal to expel
- Any investigation has been carried out fairly under the direction of the Principal
- Parents / guardians have made aware of formal report(s) to the BOM in relation to the pupil's behaviour, have been informed of the proposal to expel, and have been invited to attend a meeting to discuss this with the Board.

Any decision by the Board of Management to expel will have regard to their responsibility to the whole school community, the ethos of the school, and the principles of natural justice.

Parents/ guardians will be formally notified by letter giving all relevant details -reason, effective date, statement that the Education Welfare Board has been notified, and information on their right to appeal under Section 29 of the Education Act.

## **Conclusion**

All Board of Management policy on discipline is in accordance with Rules for National Schools and 'Developing a Code of Behaviour – NEWB Guidelines for Schools'. This Code has been drawn up in consultation with the teachers, parents and pupils of the school. It has been ratified by the Board of Management of the school in..... as the working-practice on discipline in the school. This Code of Behaviour is subject to review