



St. Dympna's N. S.
Athboy Road,
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Co. Meath.
C15R2AV
046 9435286
www.kildalkeyns.com



St. Dympna's N.S. Kildalkey Code of Behaviour Policy



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Code of Behaviour Policy

Our policy is built on the notion of positive rather than negative discipline. Teachers try to 'catch the children being good' and praise good behaviour rather than reprimand negative behaviour. Cases of indiscipline, should they arise, are dealt with according to the age group of the child.

We believe that the best way to encourage good standards of behaviour in our school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. We need, and expect, the fulsome support of parents to implement this system.

Aims of the Code

- ❖ To create a positive learning environment that encourages and reinforces good behaviour
- ❖ To promote good self-esteem and positive relationships
- ❖ To encourage consistency of responses to both positive and negative behaviour
- ❖ To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the right 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 without disruption
- ❖ To ensure the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- ❖ To encourage the involvement of both home and school in the implementation of this policy

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. We aim to create a positive learning climate with realistic expectations and promote, through example, honesty and courtesy.

School Rules

Our school rules have been designed to promote an acceptable standard of behaviour in order to ensure a safe and enjoyable learning environment for all members of our school staff. Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual differences. All children are required to comply with the code of behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. This will be done in a supportive way, acknowledging and respecting the difference in all individuals.



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Pupils with Additional Needs

Pupils with additional or special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in the application of the Code.

Teaching the rules to children with SEN and helping them understand behaviour and its consequences will be a main focus of teacher's work. Parents of children with SEN will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve their behaviour. This may involve input from and co-operation with a Special Needs Assistant, and/or agreeing a behaviour plan or SSP. Support services such as NEPS, the SENO and the SESS may be involved in this context.

Rules of our School

- A time to listen, a time to speak, remember this throughout the day.

This means that you are silent when the teacher is talking to the class or another adult. Pupils put up their hand when they wish to speak and wait until they are asked. Do not distract others in class.

- Show respect, expect respect.

Be polite, mannerly and tolerant of others at work and play, treat others as you would like them to treat you.

- Siúl go réidh ar feadh an lae

Children walking at all times when moving throughout the school. No rambling about the classroom. No running anywhere inside the building. Walk to the line immediately when the whistle is blown.

- Have homework done, be tidy, be on time

All homework to be completed; signed and timed. Full uniform to be worn each day. Help to keep the classroom and school grounds tidy and litter free

- KEW - knock enter wait

When going to another classroom or the staff room.

Golden Rules

- Do be Gentle
- So be Kind
- Do Listen Well
- Do Work Hard
- Do Look after Property
- Do be Honest



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Class rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules represented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should emphasis positive behaviour (e.g. 'Walk in the classroom' rather than 'no running in the classroom').

Incentives

Part of the ethos of St Dymphna's NS is to help children achieve their personal best- academically, intellectually and socially. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A word of praise in front of a group or class
- Teacher's reward system ex: merit marks, stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication

Unacceptable behaviour

Three levels of misbehaviour are recognised: Minor, Serious, Gross. All everyday incidence of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

Examples of serious misbehaviour

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft

Examples of gross misbehaviour

- Assault on a teacher, pupil or member of the school community
- Serious theft
- Serious damage to property



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Sanctions

The use of sanctions or consequences should be characteristic by certain features

- It must be clear why the sanction is being applied
- The consequences must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishments should be avoided as it breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this;

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Loss of privileges
5. Detention during break (see note below)
6. Prescribing extra work/ writing out the story of what happened
7. Communication with parents
8. Referral to principal
9. Principal communication with parents
10. Internal suspension i.e. Pupil is placed in another classroom for a defined period of time with classwork to be completed and no contact allowed with classmates.
11. Exclusion (Suspension or Expulsion) from school (in accordance with rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

However, sanctions should relate as closely as possible to the behaviour. Therefore, a child who does not do this work in class or who has not completed his/her homework, may be detained at break time to finish his/her work. Please note in the case of supervision before & after school and during break & lunch time a warning system is put in place. A child who misbehaves will receive a warning, upon recurring/escalating behaviour the child will be asked to report to the principal's office during the day. The teacher on yard duty will inform the class teacher of any incidents. Please see School Supervision Policy for more details.

Detention

This discipline measure has been introduced for senior classes. Detention is to be assigned by the class teacher (in consultation with the principal), if an incident has been observed by/involves another teacher they will consult with the class teacher. The class teacher will then take the appropriate action adhering to the code of behaviour policy within the school. When a child is assigned detention they will be given extra work to complete during the



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part of the 12:30pm lunch break on the designed day. Detention will be supervised by an adult (usually the principal).

To maintain home-school communication any child who receives detention will receive a note in their journal to keep parents informed of their child's behaviour. This note will contain information on why the child has been on detention. The note is to be signed by the child and the parent to ensure the parent is aware of the incident and the disciplinary action taken. This note should then be presented to the principal.

Suspension and expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. For gross misbehaviour, parents will be invited to come to the school and discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher, pupil or member of staff will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend the school to meet the Chairperson and the Principal. 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 period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other intervention used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and Education Welfare Act 2000. In the case of gross misbehaviour, of pupils, the board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the manner with parents.

Expulsion may be considered in extreme cases, in accordance with the Rules for National Schools and Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent(s)/guardian(s) may apply to have the pupil reinstated to the school. The parent(s)/guardian(s) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.



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Methods of Communication with parents

- Informal parent/teacher meetings and formal parent/teacher meetings
- Through the children's homework journal
- Detention notification
- Letters/notes from school to home and from home to school
- Termly newsletter
- Text a parent
- Aladdin Connect

Ratification.

This reviewed and updated policy was reviewed and re-ratified by the BOM on 07/03/23. It is ratified and reviewed annually.

Signed on behalf of the Board of Management:

Chairperson: *Mary Reidy* **Date:** 07/03/23

Principal: *Nodlag O'Neill-Forde* **Date:** 07/03/23



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Log of Actions:

- **Ratified by BOM on 10-02-16.**
- **Reviewed by BOM on 11-02-23.**
- **Reviewed by Staff on 10-01-23**
- **Reviewed by Staff on 07-03-23**
- **Ratified by BOM on 07-03-23**