



## Crehana N.S.

### Code of Behaviour Policy 2022/23

In devising the Code of Behaviour and Discipline, consideration has been given to the particular needs and circumstances of this school. The aim is to provide a framework for reasonable and responsible behaviour by all concerned, and to ensure that every reasonable effort is made to accommodate the individually of each pupil while acknowledging the right of each pupil to education in a relatively disruption-free environment.

The school recognizes the variety of differences that exist between pupils and the need to seek to accommodate these differences. 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.

We take a positive approach to the question of behaviour using positive techniques of motivation and encouragement. The school places greater emphasis on rewards than on sanctions in the belief that will, in the long run, give the best results.

The rules are being kept to a minimum and are positively stated in terms of what pupils should do. Every effort will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This will help to reduce boredom lack of interest and lack of progress.

#### Aims of the code

- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote self-esteem and positive relationships.
- To encourage consistency of response 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 rights 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 that the school's expectations and strategies are widely known and understood, 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.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage **'Kind Hands, Kind Words, Kind Feet'**.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

## **Our Rules are based on the following 3 rights:**

1. The Right to feel safe.
2. The Right to learn.
3. The Right to be treated with respect.

These rights are non-negotiable

## **School Rules**

1. We show respect for self and others.
2. We show respect for our own property and the property of others.
3. We show respect to other students and their learning.
4. We are kind and willing to help others.
5. We follow instructions from staff immediately.
6. We walk quietly in the school building.
7. We show courtesy and good manners.
8. We try to use respectful ways of resolving difficulties and conflict.
9. We ask permission to leave the classroom/school.
10. We do our best in class.
11. We take responsibility for our own work.
12. We wear the appropriate uniform.
13. We follow our Healthy Eating Policy.

These can be summed up as **7 Golden Rules:**

1. *We respect ourselves and others.*
2. *We listen. We don't interrupt.*
3. *We are gentle. We don't hurt others.*
4. *We are honest. We tell the truth.*
5. *We are kind.*
6. *We work hard. We don't waste time.*
7. *We look after property. We don't damage things.*

These 7 "Golden Rules" will be the main ones used for infant classes. Rules apply during school-time and during all school related activities.

These rules will be formally taught and will be on display in the school.

## **Entering and Leaving School Premises.**

- a) School opening time is 9.20a.m. School closing time is 3.00p.m. The school does not accept responsibility outside these hours.
- b) There is one entrance to the school. All adults come and go by this entrance. Children use side entrance.
- c) Children in infant classes are escorted to the gate at 2.00pm to be collected by parents/guardian.
- d) All bus children are to line up in area designated to each class each evening at 2.50pm and leave in orderly fashion on teachers command. Other children leave at 3.00pm under teacher supervision. Supervising teacher will supervise until 3.10 p.m.
- e) All parents/guardians and visitors must use main entrance door at all times and report to office.
- f) **Due to Covid Restrictions this may change. Parents will be informed.**

### **Request to leave school during school hours.**

In the interest of security, if a child must leave school for any reason during school hours – the child's teacher must receive a note from parent/guardian in advance and the parent/guardian must use the intercom and report to the school secretary. The school secretary will record this activity.

### **Punctuality and Attendance.**

- a) Children should be in school every morning at 9.20am and collected at 3.00pm. Infant classes should be collected at 2.00pm. Training in punctuality is important. Parents can co-operate with the school by ensuring that the children leave home in plenty of time and that they go directly and quickly to school.  
**The school does not supervise children outside school hours.**
- b) Children are expected to attend school each day. Rolls are checked by the attendance officer on a regular basis.
- c) If a child is absent a note of explanation must be presented to the teacher.
- d) The school Board is obliged to report yearly absences in excess of 20 school days to TUSLA.
- e) Following NEWB Guidelines pupils not present at daily roll call cannot be marked present.

### **Clothing and Footwear.**

We would like to ask pupils wear full school uniform everyday and that all parts of uniform are clearly marked. We request all children wear suitable footwear and discourage children wearing jewellery especially rings and earrings (studs acceptable). Uniforms like all personal belongings are each child's responsibility. Senior children are asked to bring a change of clothes when playing on the pitch.

### **School Property.**

- a) Children are obliged to respect and care for all school property and grounds.
- b) They are obliged to play in the designated areas in the playground.
- c) Children are obliged not to bring paper wrappers to the yard and instead bring all rubbish home
- d) Any willful damage to school property is considered a serious breach of discipline.

### **School Work.**

**Homework:** Each child is allotted a reasonable amount of homework every night, depending on the age of the children. It is important that parents spend this one to one time with children to go over and reinforce what has been learned during the day. It is the task of parents to ensure that homework is given due time and effort by the child. It is important to identify the most suitable time for homework, taking into account the need to play and family time. Homework is not given at weekends. Parents should sign homework notebooks and tests daily. Children need to learn that there is a consequence to not completing assigned homework and in-school tasks. Such consequences may include missing 10 minutes at breaktime to complete missed homework. If for any reason your child is unable to complete their homework, please provide a written explanation for same. If not the above sanctions will be enforced.

### **Lunches.**

Children are expected to bring wholesome lunches to school. Junk food is not recommended. Lunch rubbish must be taken home. Chewing gum is forbidden. Please refer to healthy eating Policy on school website ([www.crehanans.ie](http://www.crehanans.ie)).

### **Mobile phones and Devices.**

Mobile phones, Apple watches, game-boys, Nintendo, DS's, PSP's, Digital Cameras and ipods or any other device that audio or video records etc are not allowed in school.

## **Class Rules**

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. Class rules will be kept to a minimum and are devised with regard to respect and for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. 'Walk' and not, 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage. A class contract can be signed by child, parent and teacher.

## **Incentives/Reward System**

Part of the vision of *Crehana N.S.* is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to 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. A "Wall of Merit" and "Spirit of Crehana" awards will reflect this.

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 copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Dojo points stars/homework passes/ merit awards or special treats.
- Placement on Achievement Walls in the hall.

Field trips, annual school tours and our end of year special event will be reserved for those who have consistently strived to behave well. Health and Safety concerns will dictate participation.

## **Levels of Misbehaviour**

- Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. 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 Deputy Principal/ Principal to discuss their child's behaviour.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school.
- Not wearing appropriate uniform; bringing in chewing-gum.
- Not following instructions.
- Disregard of the Golden Rules/Rights of each child.

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation).
- Behaviour that persistently interferes with teaching and learning.
- Threats or physical hurt to another person.
- Damage to property.
- Theft.
- Bringing dangerous equipment to school.
- Continuous disregard of the Golden Rules/Rights of the child.

Examples of gross misbehaviour include:

- Assault on a staff member or pupil.
- Serious Theft.
- Serious Damage to property.
- Serious bullying.
- Carrying drugs, alcohol, cigarettes.
- Leaving school/school activities without permission.

This is not an exhaustive list.

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc.
- VERBAL: name calling which hurts, insults or humiliates.
- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

*In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.*

## **Behavioural Points System**

<p><b>All Children:</b> Class teacher, Pupil, Parents/Guardians</p>	<p>Every child is allocated 10 good behaviour points weekly. Points may be deducted throughout the week if a child's work/behaviour does not meet expectations but may be restored when a child makes a determined effort to adjust their work/behaviour. At the end of each week the teacher awards a conduct grade to every child. The grade will be a two, one or zero.</p> <p>2=(10-8) = well Done 1=(7-5) = Room for Improvement 0=(4-0) = unsatisfactory</p> <p>The grade will be recorded:</p> <p>(a) In the child's journal by his/her teacher (b) Along with other details on a</p>
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	special Grade Record Sheet kept by the teacher.
<b>Graded System of Sanctions:</b> Dealing with Misbehaviour	
<b>Level 1:</b> Class Teacher, Pupil, Parents	<b><u>A Child scores Grade 1 for two week:</u></b> <ul style="list-style-type: none"> <li>• Support in Classroom.</li> <li>• Reflection sheet.</li> <li>• Goal/Objective Sheet.</li> <li>• Phone call to parents.</li> </ul>
<b>Level 2:</b> Class Teacher, Pupil, Parents  Classroom Support	<b><u>A child scores Grade 0 for two weeks:</u></b> <ul style="list-style-type: none"> <li>• Yellow card sent home and signed by parents, returned to school and kept on file.</li> <li>• Meeting arranged with parents.</li> <li>• Child placed "On Record". Behaviour recorded for 10 days.</li> <li>• Classroom support file opened. B.M.P. (Behaviour Management plan) put in place.</li> </ul> <b><u>4 W Approach:</u></b> <ol style="list-style-type: none"> <li>1) What happened?</li> <li>2) What rule/right was affected by your behaviour?</li> <li>3) What feelings do you have now?</li> <li>4) What can you do to fix things?</li> </ol> <p>It is the teachers prerogative to use detention during breaktimes/during school day at any stage of the Code of Behaviour. Detention may be considered outside of school hours.</p>
<b>Level 3:</b> Class Teacher, Pupil, Parents, D.P/AP11, S.E.T. Team, Disciplinary Committee  School Support	<b><u>After 10 days child shows no improvement and continues to score 0 for 2 weeks.</u></b> <ul style="list-style-type: none"> <li>• Red card issued, signed by parents, returned and kept on file.</li> <li>• Face to face meeting arranged – Member of Middle Management present.</li> <li>• Child now placed on School Support for Some. Collaboration of class teacher, parents, pupils and S.E.T. Targets enabled by Class Teacher.</li> <li>• Child timetabled into S.E.T. timetable. (School Support)</li> <li>• Child monitored for another 10 days("On Record").</li> <li>• Disciplinary committee informed.</li> </ul>
<b>Level :</b> Class Teacher Pupil Parents Disciplinary Committee S.E.T. team	<b><u>Following above intervention a child shows no improvement</u></b> <ul style="list-style-type: none"> <li>• Meeting arranged with parents and principal. Team conference held.</li> <li>• Written report to B.O.M.</li> <li>• Detention considered(outside of</li> </ul>

<p>B.O.M. NEPS, NEWB, PDST, NBSS CPSMA</p> <p>School Support Plus</p>	<p>schoolhours).</p> <ul style="list-style-type: none"> <li>• Advice of outside agencies sought.</li> <li>• Child placed on School Support Plus.</li> <li>• Specific supports with SMART targets put in place – team conference of all parties.</li> <li>• Up to 3 detentions (outside school hours) can be sanctioned in a school year with a child “On Record” for 10 days between each one before suspension/expulsion will be considered (Except in extreme circumstances).</li> </ul>
<p><b>Level 5:</b> All educational partners as listed in Level 3</p>	<p><b><u>A child shows no improvement:</u></b></p> <ul style="list-style-type: none"> <li>• All Educational Partners involved: B.O.M., Full Staff, NEWB, TULSA, NEPS, NBSS, PDST and the Patron.</li> <li>• Suspension may be considered(Following Suspension Protocol).</li> <li>• Expulsion in extreme circumstances will be considered. Further detail below.</li> </ul>
<p>A record of each child’s behaviour will be passed from class to class. Each school year the child is given the opportunity to start afresh on our graded system of sanctions. However the child’s behaviour history will be kept on record.</p>	

### **Detention/Suspension/Expulsion**

When the Disciplinary Committee in the school make a formal written report to the B.O.M. about a child’s behaviour Detention outside school hours/Suspension and Expulsion will be considered. At this stage of our graded series of sanctions, TUSLA, NEWB and the Patron may be involved in the decision made.

Advice will be sought from NEPS, NEWB, NBSS and CPSMA.

#### **Detention:**

Detention may be considered at lunch time/breaktime or outside of school hours. When outside of school hours all parties involved will be informed and it is a parent/guardians responsibility to collect the child from the school premises outside of school hours at a time stated. Prior to this stage parents will have been met, pupils will have been spoken to and pupils will have been put on record. Following 3 out of school detentions suspension will be considered.

#### **Suspension:**

Suspension will be only activated if there is non co-operation by pupil and/or parents or if an act or situation is considered extremely serious by the Discipline Committee and the B.O.M.

The length of the suspension will depend upon the severity and frequency of the specific behaviour. Current due process and procedure in respect of the issuing of a suspension will be followed at the time.(In accordance with the Rules for National Schools, The Educational Welfare Act 2000 and NEWB Guidelines).

Prior to suspension, where possible, the Principal and the B.O.M. may review the case following a team conference. Suspension will only be considered with the approval of the B.O.M. The only exception is in the case of gross misbehaviour, where it it necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a team conference.

#### **Expulsion:**

Expulsion may be considered in an extreme case, in accordance with the rules for National Schools, The Welfare Act 2000 and NEWB Guidelines.

Before suspending or expelling a pupil the B.O.M. shall notify the EWO in writing in accordance with Section 24 of the Educational Welfare Act. No pupil shall be struck off the school roll for breaches of discipline without the prior consent of the Patron.

### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/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.

### **Children with Special Needs**

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. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a 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.

**Short Day:** A pupil may be allowed to attend the school only on a shortened day, if extreme circumstances dictate that their actions are such that they cause serious disruption to other pupil's education and/or they are a serious danger to others.

### **Communicating with Parents**

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher.
- Through children's homework journal (infants do not have a homework journal, please check bags for notes).
- Letters/notes from school to home and from home to school.
- Newsletters/school web-site/e-mails.
- TextaParent service.
- Aladdin Online System of communication.

### **Parents/guardians requiring to meet teachers**

Parents/guardians are requested to make an appointment if they wish to meet with the class teacher. Appointments can be made with School Secretary Breda Hanrahan on (051-641286). A form is sent home to be filled by parent/s. When requesting an appointment with the Principal please appreciate she is a teaching Principal. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.



## Complaints Procedure

If a parent or staff member has a complaint we ask that they follow our Complaints Procedure. This is available on our website [www.crehanans.com](http://www.crehanans.com).

We would ask that the class teacher/staff member/parent be contacted first to discuss and resolve an issue. If either party is unhappy and unable to reach a resolution the Deputy Principal/Assistant Principal/Principal may get involved. Further details can be found in our Complaints Procedure.

## Code of conduct for Parents:

Parents are expected to:

- Ensure their children attend school and are punctual.
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform.
- Be courteous towards pupils and staff.
- Make an appointment to meet with a teacher/the Principal through the office.
- Respect school property and encourage their children to do the same.
- Label pupils coats and other personal property.
- Strictly supervise children, when in school.
- Speak in a respectful manner using appropriate language when on school property and when dealing with members of the school community.

As the Board of management is responsible for the Health and safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises

## Child Protection Policy

The Board of Management of Crehana N.S. has adopted the "Children First 2017" National Guidelines as its School Policy. Consequently if school staff suspect or are alerted to possible child abuse they are all obliged to refer this matter to the Health Service Executive (HSE). The HSE will then assess the situation and provide sufficient support for the child concerned.

We would like to ask for your permission to use photographs of your child/children at school events/trips in various media i.e. local/national publications, newspapers, T.V. appearances or on our web page which we update regularly. Your child's name will not be published/printed with their image. This follows our Child Protection Policy.

## Social Personal and Health Education

All pupils, as part of the S.P.H.E. Curriculum will participate in the Stay Safe, Walktall, R.S.E., Weaving well- Being and Circle Time Programmes to help improve the learning environment at Crehana N.S. If Parents/Guardians wish to view or discuss any of these programmes please contact the school to make an appointment.

This policy, the terms and conditions and the agreement was proposed and ratified by the Board of management on \_\_\_\_\_

Signed \_\_\_\_\_ ( Chairperson B.O.M.) Date: \_\_\_\_\_

**Retain this Booklet for Reference**

**Please cut out and return to school.**



We, the undersigned, acknowledge and accept the Crehana National School Code of Behaviour. We agree to co-operate with the procedure outlined in this document so that all concerned in the school community can work in harmony for the ultimate good of all.

Students name: \_\_\_\_\_ Class: \_\_\_\_\_

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_

Signature of Parents/Guardians:

\_\_\_\_\_

Date: \_\_\_\_\_

Signatures of Student's:

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

On Behalf of Crehana National School Board of Management:

\_\_\_\_\_  
Chairperson B.O.M. Crehana N.S.

Date: \_\_\_\_\_