



## Crehana N.S.

# Code of Behaviour Policy 2024/25

## Introduction

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 individuality of each pupil while acknowledging the right of each pupil to education in a relatively disruption-free environment.

The school recognises 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.

All children are required to comply with the Code of Behaviour. However, the school recognises that children with additional needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, special education 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 additional 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.

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 it 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.

## Aims of the code

- To create a positive learning environment that encourages and reinforces good behaviour, and above all respect.
- 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
- To ensure the availability of policies and an ethos of open communication.
- To encourage the involvement of both home and school in the implementation of this policy.

## Our Values:

Staff at Crehana N.S. consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious & cultural considerations, home environment & care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students may need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances.

These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

## 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, including volunteers, ensures that the rights of all are upheld.

## School Rules:

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. Below are examples of what these positive behaviour expectations look like for students across the school.

Expectation in:	Classroom	Yard	Toilet
The right to feel safe.	We use <ul style="list-style-type: none"> <li>• Kind hands</li> <li>• Kind feet</li> <li>• Kind words</li> </ul>	<ul style="list-style-type: none"> <li>• We move calmly around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• We wash our hands.</li> </ul>
The right to be treated with respect.	<ul style="list-style-type: none"> <li>• We are good listeners</li> </ul>	<ul style="list-style-type: none"> <li>• We are honest.</li> <li>• We follow directions quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• We flush.</li> <li>• We keep it clean.</li> </ul>
The right to learn.	<ul style="list-style-type: none"> <li>• We are focussed and ready to learn.</li> <li>• We are organised.</li> </ul>	<ul style="list-style-type: none"> <li>• We follow instruction</li> <li>• We lead by example</li> <li>• We respect rules</li> </ul>	

## **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.

Class teachers will discuss the class rules with their own pupils in an age-appropriate manner. Rules apply during school-time and during all school related activities.

These rules will be taught, discussed 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) All adults come and go by the front entrance. Children use the side entrance.
- c) Children in infant classes are escorted to the gate at 2.00pm to be collected by parents/guardians.
- d) All bus children are to line up in designated area each evening at 2.50pm and leave in an orderly fashion on the teachers' command. Other children leave at 3.00pm under teacher supervision. Supervising teachers will supervise until 3.10 p.m.
- e) All parents/guardians and visitors must use the main entrance door at all times and report to office.

## **Requests 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/staff member. The parent must use the sign-in/sign-out book to record the collection.

## **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. **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 provided to the school.
- d) The school Board is obliged to report yearly absences in excess of 20 school days to TESS / TÚSLA.
- e) Following NEWB Guidelines pupils not present at daily roll call cannot be marked present.

## **Clothing and Footwear.**

Pupils **must** wear full school uniform every day and ensure that all parts of the uniform are clearly labelled. The school uniform consists of a sweatshirt/half-zip with the school crest, a plain light-blue polo shirt/t-shirt, and plain navy tracksuit end/shorts with no logo. A plain navy pinafore or skirt is also acceptable. All children **must** wear suitable footwear and **no** jewellery is allowed (earring studs are 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. No football studs are allowed, including when visiting coaches are in the school.

## **School Property.**

- a) Children must respect and care for all school property and grounds.
- b) They must play in the designated areas on the playground.
- c) Children are not allowed to bring paper wrappers to the yard and instead bring all rubbish home.
- d) Chewing gum is strictly forbidden in school.
- e) Any wilful damage to school property is considered a serious breach of discipline.

## **Mobile phones and Devices.**

Mobile phones, Apple watches, Nintendos, iPads or any other device that audio or video records etc are not allowed in school.

## **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 from an early stage.

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 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 meeting.
- 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.
- 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 the school secretary, Breda Hanrahan, on 051-641286. A form is sent home to be filled by parents/guardians. 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 assistant principal/deputy principal/principal may get involved.

## **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 attending school events.
- 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 follow school procedure after which, relevant parties are 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.

## **Social Personal and Health Education**

All pupils, as part of the S.P.H.E. Curriculum will participate in the Stay Safe, Walk Tall, Lust for Life, Mindfell Matters, 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.

## **Implementation of the Code of Behaviour:**

### **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. The "Spirit of Crehana" award will reflect this. See Positive Behaviour Support Triangle.

Field trips, annual school tours and participation in off-site activities 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 minor/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.

### **Level 1: Examples of minor misbehaviour include:**

- Disrupting class work by:
  - Talking when the teacher or another pupil is talking, interrupting the teacher shouting out answers, talking over another pupil, talking out of turn.
  - Pupil not listening to instructions, fiddling with stationery etc.
  - Laughing/sniggering/sneering at other children, "giddiness" and giggling
  - Throwing objects, swinging out of chairs
  - Getting out of the seat or moving around the room without permission
  - Disobeying the teacher's instructions



- Carelessness with books and stationery, scribbling/drawing on schoolbooks
- Drawing on tables, being careless with another pupil's property
- Commenting negatively on another pupil's work
- Excluding others
- Leaving litter in and around the school
- Lack of compliance with school policy on mobile phones, jewellery and uniform
- Being discourteous or unmannerly
- Name calling
- Gestures of defiance and using bad language
- Unruliness in the classroom or in the hall

This is not an exhaustive list.

**Level 2: Examples of serious misbehaviour include:**

- Repeated reoccurrences of misbehaviour
- Negative physical contact, e.g. pushing, hitting, biting, spitting, kicking, tripping up, punching etc.
- Being disrespectful to/ignoring the teacher
- Stealing from classmates
- Screaming/shouting at another child/teacher
- Deliberate exclusion of peers
- Throwing objects at peers
- Telling lies
- Bullying – physical, verbal, racist, homophobic, transphobic etc. (Ref: Anti-Bullying Policy)
- Consistently interrupting/distracting others in the class
- Using unacceptable language or discussing inappropriate topics in school
- Refusal to do assigned achievable work
- Refusal to co-operate with the teacher
- Damaging school property
- Using mobile phones or smartwatch in school

This is not an exhaustive list.

**Level 3: Examples of gross misbehaviour include:**

- Repeated reoccurrences of misbehaviour
- Leaving school grounds without permission during the school day
- Spitting on another child or staff member
- Serious assault on another pupil/staff member e.g. physical, verbal
- Serious damage to school property
- Serious theft of school/staff property
- Consistent bullying of another pupil (ref. Anti-Bullying Policy)

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, curricular progress, colour, culture, identity, and disability. Isolating or shunning a child. Threats to extort money or possessions.

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

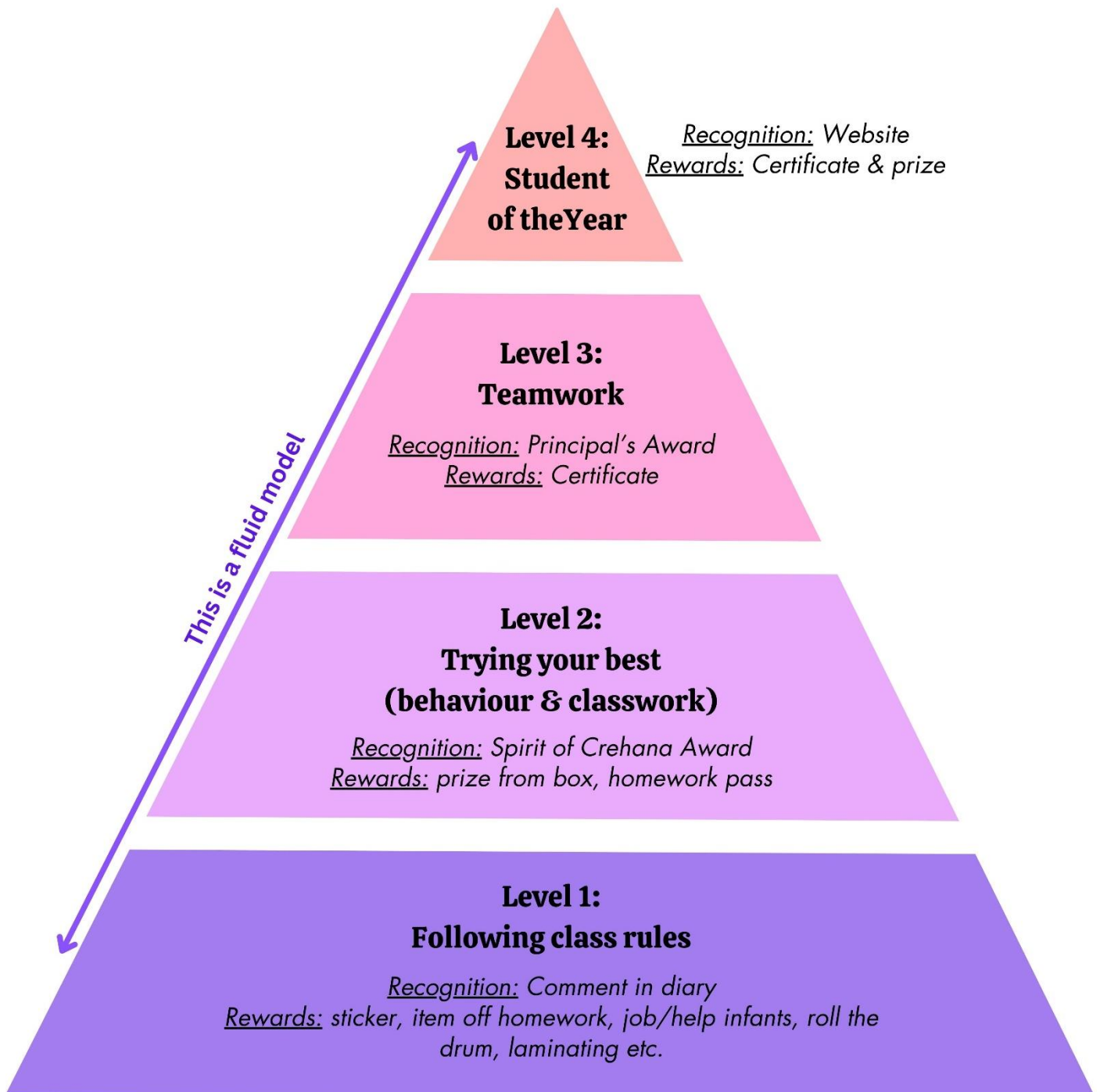
Issues in relation to bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

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

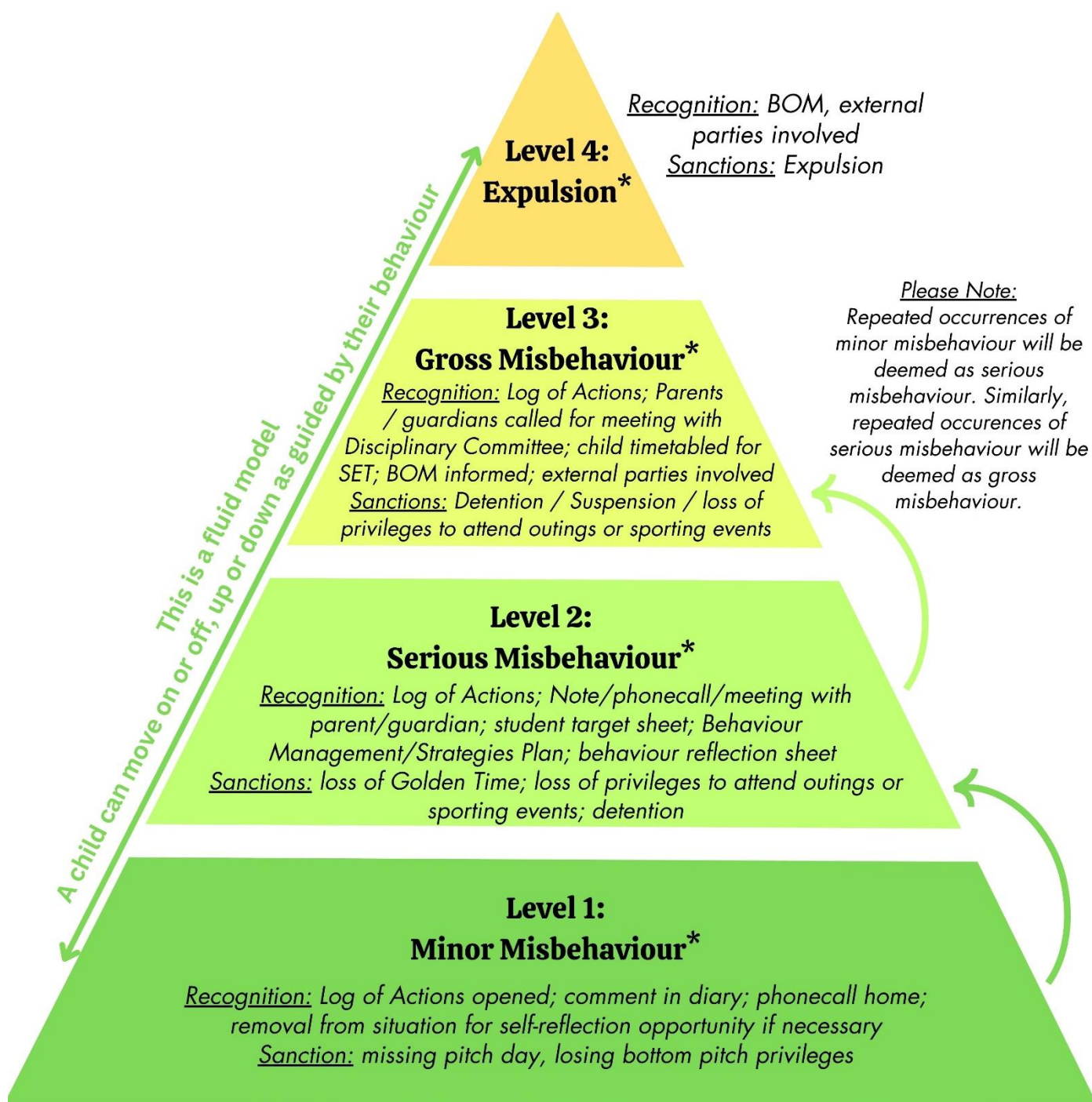
Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour. Further details can be found in our Anti-Bullying Policy.

## **Behavioural Support System**

The Positive Behaviour Support Triangle gives examples of the types of positive behaviour we acknowledge and/or reward in the school. Children are always on this support triangle as we feel it is very important that good behaviour is acknowledged.



The Misbehaviour Support Triangle gives examples of the types of misbehaviour that will merit sanctions and shows the consequences for same. This support triangle is consequential and a child is only on a specific level of support in response to specific misbehaviours. If a child is on the Misbehaviour Support Triangle, a Log of Actions will be opened and parents/guardians informed so that a child can be adequately supported. Please note, a Log of Actions and/or Student Support File can be opened at any stage as deemed necessary.



**\*See page 9/10 for examples of relevant misbehaviours.**

The examples listed on both behavioural support triangles are not an exhaustive list.

## **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, in-school, or outside of school hours. When outside of school hours all parties involved will be informed and it is a parent/guardian's 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. Following 3 out of school detentions within a school year, 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 is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board has authorised 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 and the BOM 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, in consultation with the BOM and supported by external professional opinion, will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### **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.

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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 detach the following form and return to school.**



## Code of Behaviour

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.

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

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

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

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

Signature of Parents/Guardians:

\_\_\_\_\_

Signatures of Students:

\_\_\_\_\_

\_\_\_\_\_

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

On Behalf of Crehana National School Board of Management:

\_\_\_\_\_

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

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