

Scoil Uí Riada- Code of Conduct



*Scoil Uí Riada
An Bhánóg, Cill Choca, Co. Chill Dara
Uimhir Rolla: 198971*

Dear Parents,

On behalf of the Board of Management, Staff, parents and pupils of Scoil Uí Riada, I would like to introduce you to the school's Code of Discipline.

Parents, Guardians, Teachers, pupils and Board of Management have compiled this document from inputs, with the emphasis on a student centered approach. Every attempt has been made to make the procedures as equitable and transparent as possible. This document will be reviewed every three years.

The school prides itself on its warm and stimulating atmosphere, which assists pupils with their personal and academic development. We are very happy that your child attends Scoil Uí Riada and you have chosen this school for your child, and we are confident that you will be happy with the results your child will achieve.

Derek Mac Suibhne (Cathaoirleach)

Eanáir 2018

The Board of Management of Scoil Uí Riada has adopted this Code of Behaviour in line with Section 23 of the Education Welfare Act 2000 facilitated by N.E.W.B. guidelines

An Bord Bainistíochta.

Deiric Mac Suibhne (Cathaoirleach)

Séamus Ó Muirithe (Príomhoide)

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CONTENTS:

- 1.0 Aims of the Code
- 2.0 The rights of children, teachers and parents
- 3.0 Responsibilities of children, teachers, parents and Board of Management
- 4.0 Code of behaviour
- 5.0 Sanctions/Strategies for dealing with mis-behaviour
- 6.0 Unacceptable Pupil Behaviour
- 7.0 Communicating with parents regarding discipline.
- 8.0 Bullying

1.0 AIMS OF THE CODE.

- * To ensure that there is an educational environment in line with our Vision Statement.
- * To create an environment where all partners in the school community i.e. children, teachers and parents) feel safe (physically & emotionally), respected and valued.
- * To promote self-discipline
- * To create an environment where the children and their teachers can reach their creative and intellectual potential without disruption.
- * To have a policy/process in place (i.e. the code of discipline) to assist in the smooth running of the school, and to communicate this process to all parents and guardians.
- * To establish effective means of communications between pupils, teachers, parents/guardians and Board of Management.
- * To help children to acquire and develop moral and ethical values and a respect for the belief, differences, religions, cultures and values of others.
- * To ensure that the systems of rules, rewards and sanctions are applied in a fair and constant manner throughout the school.

1.1 Ethos Statement

Scoil Uí Riada is an all Irish co-educational primary school established in 1985 by parents wishing to have their children taught through the medium of Irish. The school aims to promote the Irish language and its associated culture within the school and in the general public at large.

The school's motto is SONAS (spreagaimís onóir, neamhspleachas, aonarachas & sábháilteacht) í Scoil Uí Riada.

The school supports the principles of inclusiveness and equality of access to all pupils within the context and parameters of DES regulations and programmes.

1.2 Vision Statement

Scoil Uí Riada will endeavour to provide a welcoming safe learning environment through the medium of the Irish language, where each child will develop to his/her full potential as a happy, confident, proud, respectful individual capable of playing a positive role in society.

2.0 Rights

2.1 CHILDREN'S RIGHTS

Children have the right:

1. To be educated in a safe, happy secure environment
2. To grow intellectually, emotionally and physically with an understanding of special needs and disability.
3. To be treated as an individual with due respect and regard for others within the school community.
4. To be listened to and to question
5. To express their emotions, doubts and beliefs
6. To be free from all forms of abuse, whether physical, emotional, mental or sexual.
7. To receive information about topics and concerns affecting their lives
(Including information on code of discipline, RSE programme, stay safe programme, with parents consent)
8. To be taught the skills that will help the child to develop self-discipline.

2.2 TEACHERS' RIGHTS

Teachers have the right:

1. To educate in a safe environment free from disruption
2. To be respected and held in proper esteem
3. To full and open communication with parents
4. To information on the child, their family background as appropriate and easy access to parents when necessary
5. To voice concerns about the child's safety, behaviour and academic progress
6. To expect backup, support and co-operation from parents and from management for their work
7. To confidentiality
8. To be listened to.
9. To appeal to a higher authority, e.g. Board of Management, Department of Education, Union for help or support when needed.

10. To receive adequate facilities and resources appropriate to their teaching duties.

2.3 PARENT'S/GUARDIAN'S RIGHTS

Parents have the right:

1. To easy access and informative communication as appropriate with the Teacher/Principal
2. To respect understanding and confidentiality
3. To update on the progress of the child/children at agreed times with the Class Teacher.
4. To be given an understanding of the teacher's actions in relation to the Code of Discipline.
5. To be consulted for disciplinary action where necessary.
- 5a. Issues relating to conduct should be initially addressed to the Class Teacher, and resolved informally at a local level.
- 5b. In cases where a disciplinary matter remains unresolved parents have the right to appeal to:
 - a.) The Principal/ Deputy Principal
 - b.) Board of Management
 - c) Department of Education & Skills
6. To be listened to.
7. To an understanding from the school authorities that parents are the “Primary Educators” of their own children.

3.0 Responsibilities

3.1 Children are to be responsible for

- Their class work and homework.
- Knowing and complying with school and class rules.
- Their behaviour in class and in schoolyard
- Their belongings
- Their classroom

- School property
- Their environment
- Not excluding others from their games or engaging in other forms of bullying.
- Speaking Irish to the best of their ability at all times.
- Showing respect to their teachers.
- Being proud of their work and their school

3.2 Parents are to be responsible for -

- Providing firm guidance and positive role models for children
- Children's behaviour in school and at home
- Becoming involved in their children's learning
- Ensuring homework is completed
- Ensuring children come to school on time
- Ensuring children come prepared for school with pencils, books etc.
- Ensuring children have had enough sleep and food
- Keeping in touch with school (when necessary) about aspects of child's learning, progress and behaviour, in school and at home.
- Communicating to school/teacher any problems, which might affect children's learning
- To provide support to the school, by attending meetings, functions, etc. and taking an active part in the running of the School i.e. Committees, Sub-Committees.
- Ensuring children's belongings and clothing are marked with child's name.
- Ensuring proper uniform code is adhered to at all times.

3.3 Teachers are to be responsible for -

- The children in their care- “In Loco Parentis”
- Creating a positive atmosphere/environment for learning
- Being fair and transparent in their dealings with pupils.

- Treating all children equally regardless of race, gender, culture and religion
- Being prepared for class-work
- Giving equal attention to all children
- Communicating with parents on issues concerning their child's learning and behaviour by using the school journal/phone/meeting.
- Having positive expectations for children
- Ensuring opportunities for disruption are minimised
- Checking and correcting homework, and class-work.
- Informing children of acceptable behavioural norms.
- Special emphasis is put on encouraging a positive environment/atmosphere in class and throughout the school which encourages good behaviour.
- Ensuring that they are always giving good example and always acting as positive role-models to the children
- Classroom management procedures and skills, effective teaching methods that encourage learning boundaries to be expanded are fostered and promoted.
- The school’s SPHE curriculum is used to support the Code of Behaviour. We aim to develop our children’s communication, appropriate interaction and behaviour skills, and to develop their conflict resolution skills. It also tries to encourage self respect and helps children accept differences and develop citizenship.
- Teaching the ‘Be Safe’ and ‘RSE’ programmes.

- Good behaviour should be praised through using a variety of the strategies below:
 - * *A quiet word to express your pleasure or satisfaction*
 - * *Write a little report/comment in the child's copy*
 - * *Send the child to visit another teacher or the Principal/deputy principal to be praised*
 - * *Praise in front of a group or the class*
 - * *Give a special responsibility or privilege eg Am Órga*
 - * *Word of praise to parent, in spoken or written form*
 - * *Other sorts of recognition such as badge, sticker, certificate*
 - * *Select Student of the Week/Day.*
 - * *Irish speaker of the month*

3.3 The Board of Management is to be responsible for –

The Board of Management's role is to ensure that a Code of Behaviour is developed in the school, and that the full school community is involved in its development, its implementation and the reviewing of it. The Board has a specific responsibility to promote the school's ethos as well as overall responsibility for all school policies.

4.0 Code of Conduct

All partners have responsibilities, which require us to behave in certain ways. Many responsibilities are shared or common to teachers, pupils and parents.

It is very important if a child finds himself/herself a victim of any form of misbehaviour that they inform the teacher and/or parents/guardians.

The following is the general code of behaviour in use in the school:-

- The children are expected to communicate entirely through Irish except when the subject English is being done.

- Respect, courtesy and co-operation to be shown towards other children, teachers, support staff and parents, in the classroom, the playground and on school outings at all times
- The children are expected to be mannerly, honest and sincere with all in the school community, staff, children, parents and visitors.
- Every pupil is expected to attend school regularly and to be on time.
- Respect to be shown by the children towards their own and other children's property, school property and environment.
- Respect to be shown for other people's space, i.e. no verbal or physical violence or aggression, or any form of bullying behaviour (see section on Bullying)..
- Respect for pupils own feelings, i.e. it's okay to feel sad, quiet etc.
- Respect to be shown for other people's feelings.
- Children are to behave in an orderly fashion in the classroom, moving around the school, going to and from the playground, and while travelling on the school bus.
- Children are required to be in line when:
 - a) leaving and entering the classroom
 - b) before going on the bus
 - c) in the yard when the bell rings
- Children are required to bring to school each day all books, copies and materials necessary to do their class-work properly.
- Children are to complete assigned work (written and oral) both at school and at home
- Children are required to listen to others and to take turns to speak in class
- Children must not behave in any way which endangers themselves or others e.g. horse- play, climbing, throwing stones etc. and are asked to be considerate in their behaviour towards younger children.
- Children are asked not to exclude others from games
- Children are expected to use good/acceptable language when speaking.
- Children must remain within the designated playground boundaries during break-time.

- If children have to leave school during school hours they must be collected by a parent/guardian and signed out by them (with the teacher's permission)
 - The children are not allowed enter the Astro Pitch at any break time unless their class have been assigned for that time.
 - Children are not allowed use the computers or be in the computer room without the permission of a teacher. (Refer to 'ICT Policy')
 - The children must stand in a straight line, without misbehaving, when the bell rings.
- * The standards and rules within the Code of Behaviour also pertain to pupils who are away from the school but are still in the care of the school eg school tours, matches, afterschool activities and attending events organized by the school.*

4.1 Children with Special Needs

Special care must be given when dealing with children with special needs. The Code of Discipline must be explained appropriately to the children, along with the reasons why misbehavior is not accepted. Some children may require interventions that will help them manage their behaviour. Interventions might include one or more of the following.

- Setting targets for behaviour (Classroom Support Plans)
- Monitoring the targets with the pupil in a supportive role
- Behavioral plans/contracts
- Social groups
- Explaining clearly the sanctions and the reasons for the sanctions a number of times.
- Clear strategies set out in discussion with the SEN team, parents, class teacher and Special Needs Assistant
- The schools SPHE curriculum is used to support the Code of Behaviour.

4.2 Equality

At Scoil Uí Riada we are dedicated to assuring that the staff, children and whole school community are given equal opportunities and education and it is our aim to foster the children's personal and academic development regardless of sex, race, culture or ability.

5.0 Strategy / Sanctions

The following are the strategies to apply the rules listed above

5.1 In the classroom

‘Córas na Spotaí’

1. Step One- One Spot on the Chart

‘Oral Sanction’- The child is given a warning. Explanation and advice are given to the child and the behaviour in question is discussed.

2. Step Two- Two spots on the chart

‘Time out’- The child is separated from his/her classmates for a brief period to reflect on the rule he/she has broken. He/she will be given the chance to apologise to his/her teacher and/or classmates.

3. Step Three/ Three spots on the chart

A **short note** is put in the child’s journal explaining the rule he/she has broken that day & explaining that he/she is now on step three of the classroom discipline procedure. A privilege will be taken away for one day (time on the yard/astro, golden time etc.)

4. Step Four/ Four spots on the chart

‘Visit to the Principal/Deputy Principal’- The child will be sent to the principal/deputy principal to explain his/her behaviour. A privilege will be taken away for the rest of the week (time on the yard/astro, golden time etc.)

5. Step Five/ Five spots on the chart

A **phonecall** will be made the parents to discuss the matter and a **meeting** will be organized with the teacher and parents if necessary.

****It helps if the chart is displayed in the classroom. This ‘Corás na Spotaí’ will begin again each week (or at the discretion of the teacher depending on the age group of the children)***

**** In cases where a child is kept in at break time to separate him/her from peers or to deal with a particular incident that may have occurred, he/she must be supervised.***

5.2 In the Yard

Depending on the seriousness of the misbehaviour/action it is at the teachers' discretion to apply the following sanctions:

1. **'Oral Sanction'**- The child is given a warning. Explanation and advice are given to the child and the behaviour in question is discussed.

2. **'Time out'**- The child is separated from his/her classmates for a brief period to reflect on the rule he/she has broken. He/she will be given the chance to apologise to his/her teacher and/or classmates.

(The child may be put standing at a wall in the yard or in some cases will be sent into 'a+e' until the behaviour has been discussed and dealt with)

3. **Múinteoir ranga**- If the behaviour continues or if it is a serious incident/misbehaviour the teacher on the yard will inform the class teacher. The child will move forward one step in the **classroom discipline system** (Córas na Spotaí)

5.3 Rewards

Encouragement is better than criticism and good behaviour should be praised.

Accordingly we, in Scoil Uí Riada, seek to have every member of the school community show respect to each other and to have practices in place to always promote positive behaviour and to prevent inappropriate behaviour.

Both academic and non-academic activities are important in Scoil Uí Riada.

Students who show positive behaviour or who add to the quality of school life will be rewarded. Rewards may be formal or informal.

- Praise from the class teacher/another teacher or the Principal.
- Homework pass
- Medal or certificate as recognition for good behaviour.
- Extra time on the yard/in the computer room/using tablets
- Golden time
- Prizes (pencils, yoyos, lollipops etc.)
- Trophy..... pupil of the week etc

6.0 Unacceptable Pupil Behaviour

Scoil Uí Riada (SUR) and its environments aims to be a safe place/location for children to live, learn and play. Careful supervision of pupils by staff promotes safety and a happy learning environment for children that leads to less incidents of disruptive behavior or unacceptable pupil behavior.

The measure of care/supervision placed on the staff is to take such care of his/her pupils as a careful parent would of his/her children. This principle is known as ‘in loco parentis’

When incidents of unacceptable misbehavior take place as described below, staff intervention is necessary to avoid escalation of the misbehavior and to make the situation safe.

- Where pupils behaviour is hurtful (including bullying, harassment, discrimination & victimization)
- Where pupils behaviour interferes with teaching or learning
- Where pupils are fighting or attacking other pupils
- Where there is a risk of causing injury to themselves, other pupils or staff
- Where pupils are attempting to leave from school location including teaching room
- Where pupils are engaging in behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils, whether that behavior occurs in the classroom or elsewhere.
- Where pupils are causing damage to property
- Where pupils are committing a criminal offence.
- Where staff perceive hazards or dangers on school outings or school related activities that may be taking place outside of school location
- Where bullying is/has taken place. (see school bullying policy)
- Where racism is/has taking place
- Where pupils are disrespectful to staff

The scale and nature of any intervention must be proportionate to both the behaviour of the pupil(s) and the nature of the harm they might cause.

When intervening in situations as described above, staff should;

- ✓ Take charge
- ✓ Act in a calm and measured manner
- ✓ Intervene safely
- ✓ Explain why
- ✓ Notify parents and an príomhoide
- ✓ Produce a detailed record/account of the incident(s)

****Please see the school’s ‘Anti-bullying Policy’ in relation to the recording of ongoing bullying behaviour.***

Recording.

Detailed records should be produced and kept of any incidences of teacher intervention in unacceptable pupil behaviour.

Records of incidences should include the following information

- The name(s) of the pupil(s) involved
- When and where the incident took place
- Why the intervention was deemed necessary
- Details of the incident
- The pupils response
- The outcome of the incident
- A description of any injuries suffered by the pupil(s) or others or property damaged during the incident.
- Put the strategies as described in school Code of Behaviour in place

*** In some circumstances incidents may happen involving bad behaviour, which is more serious in nature than everyday misbehaviour.**

Examples of this kind of bad behaviour are;

Fighting in the yard, cursing, showing a lack of respect to a teacher.

*** In a case such as this there is a need for punishment, which consists of more than just moving on in the class/yard system ‘Córas na Spotaí’.**

*** After investigating the case, the incident & punishment will be discussed with the child, teacher and the principal/deputy principal. The parents will also be informed.**

*** In cases such as this the child will be put on ‘internal suspension’ (at lunch time) and he/she will be given work to do. The length of the suspension will depend on the incident.**

*** When the punishment has been completed, an effort will be made to encourage the child to improve their behaviour in the yard.**

*** Praise will be given for this good behaviour.**

6.1 Major Misbehaviour

In the case of continuous unacceptable behaviour the Bord Bainistíochta will instruct the Cathaoirleach or an Príomhoide to suspend or expel the pupil(s) from the school. Schools must under section 23 of the education act 2000 state the practices to follow if a student is suspended or expelled from the school.

Suspension:

Suspensions will be carried out as described in Rule 130 (5) of the Rules of National Schools.

Before a child is suspended the following are taken into account:

- Type and severity of the behaviour
- Context of the behaviour
- Impact of the behaviour
- Mediation efforts to date
- Is the suspension the most suitable option for the student
- Possible impact of the suspension

Expulsion.

Pupils will be expelled in exceptional circumstances for gross misbehaviour according to Rule 130 (6) of the Rules of National Schools

- A child will be expelled from the school when the board of management decides that a child should be permanently removed from the school after following section 24 of the education act 2000.
- The Board of Management has the authority to expel a student from the school. Expulsion is a very serious step that the Board of Management must take in the case of very serious behaviour.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO (Education Welfare Officer) receives this written notification (Education (Welfare) Act 2000, s24(1)).

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A). The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer

7.0 Communicating With Parents Regarding Discipline

The support and co-operation of parents/guardians is essential if the Code of Discipline in school is to operate effectively. If a good relationship exists between parents and school staff the pupils will ultimately reap the benefits. To foster good communication, the following procedures will apply

Procedures:

1. A standard note to parents asking them to speak to their child about an issue or asking the child to write about it will be sent home (School Journal)
2. Personal contact between the teacher and the parent(s) in the form of a letter or phone call
3. A meeting with the parents and the class teacher and/or Principal is to be arranged at a time suitable to all.

8.0 Bullying

8.1 Definition of Bullying

Cruel abusive behaviour, which is persistent and pervasive and causes suffering to individuals, which is severe and sustained.

Bullying is a form of intimidation which some children encounter and one, which is of great concern to parents and teachers. It is a problem, which requires co-operation between schools and parents in seeking solutions. It can be physical, verbal or emotional and may be carried out by groups or by an individual. Name calling, teasing and taunting, rude gestures, intimidation and extortion, are some of its forms.

**Bullying behaviour is never accepted in the school and this is covered in our Antibullying Policy (available to read on www.scoiluiriada.ie)*

8.2 Signs of Bullying

Possible signs that a child is a victim of bullying:-

- (i) May begin to do poorly at school

- (ii) May have unexplained bruises or scratches and may be evasive when Questioned.
- (iii) May begin to bully other children in the family.
- (iv) May be unwilling to go to school or to walk to and from school.
- (v) May come home regularly with books or clothes torn or missing.
- (vi) Regression back to early stages of development, e.g. bed wetting, thumb sucking, unusually quiet, withdrawn or nervous and a sudden lack of confidence.

8.3 Examples and Situations

Examples of Bullying

- Name calling
- Teasing and insulting
- Offensive signs or offensive language
- Threatening behaviour
- Disrespectful behaviour
- Violent behaviour

Situations where bullying occurs

- In the classroom
- In the yard
- On a school trip
- On the school bus
- On the way to school
- Coming home from school

8.4 Why Do Some Children Become Bullies?

- (i.) They may be bullied themselves by parents or siblings
- (ii.) They may feel inadequate and lack confidence
- (iii.) They may feel under pressure to succeed at all costs

- (iv.) They may find it difficult to socialise with their peers
- (v.) They may be very spoilt and go totally unchallenged at home
- (vi.) They yearn for attention and power, which they may not receive at home
- (vii.) Some may be academic under achievers.

8.5 What To Do If Your Child Is A Bully

- (i) Get your child to acknowledge that they are involved in such behaviour, and this behaviour is unacceptable.
- (ii) Try to find out if this is a temporary response to
something else in the child's life e.g. new baby, family stress etc.
- (ii) Talk to your child and try to get him/her to understand how the victim Feels.
- (iv) Talk to the child's teacher.

Bullies often suffer from a lack of confidence. Don't compare your child's achievement with others. Praise helpful & kind behaviour at every opportunity.

8.6 What To Do If Your Child Is Being Bullied

- (i) Stay calm and don't over-react. Your reaction may convey a sense of anger or disappointment to the child and could be counter productive. Let him/her know that they are not at fault and that this problem can be overcome.
- (ii) Build confidence and independence
- (iii) Teach the child that he/she has the right to say "NO"
- (iv) Talk to the teacher.
- (v) If the bullying is physical - don't tell your child to hit back
- (vi) Children who are loners can be more vulnerable and need help to socialise. You can facilitate this by inviting children to play and by enlisting the help of other parents.
- (v) It is important to tell children that some situations are dangerous and that safety must come first. Teach them to get away and tell.
- (v1) Bullying will not be tolerated in Scoil Uí Riada and is considered a serious misbehaviour

Scoil Uí Riada commits to:

- a) Implementing an anti-bullying programme using videos, role play, etc.
- b) Reacting quickly and firmly when bullying is suspected or known.
- c) Informing parents and guardians as soon as possible.
- d) All allegations of bullying (as defined) will be recorded and investigated.
- e) Staff follow the Child Protection Policy and Anti-Bullying Policy of Scoil Uí Riada.
- f) The school's 'Anti-Bullying Policy' is fully in use in the school.

The Board of Management, the school staff and the Parents Council have together agreed on the Code of Discipline and it will be reviewed every two years.

Plan to Revise and Evaluate the Code of Behaviour

The Board of Management will review and evaluate this Code of Behaviour every second year, after discussing it with the school staff, pupils and parents/guardians.

This policy was ratified by the Board of Management on 29-1-18

Signed : _____

Signed: _____

Chairperson, Board of Management

Principal

Date: _____

Dáta: _____

This policy will be reviewed in: January 2020