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**St Michael’s NS,**

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**A81 EA37.**

***Principal: Ms F Whelan***

***Vice Principal: Mrs R Campbell***

**Code of Behaviour Policy**

This policy was revised in October 2022 by all staff in collaboration with the Parents Association and Board of Management.

**Rationale**

St. Michael’s National School is committed to the realisation of the following goals for all of our pupils.

* To enable the child to live a full life in a happy, caring and safe school environment in which there is a sense of order and discipline
* To prepare the child for further education and lifelong learning

Every effort is made to ensure that our code is implemented in a reasonable, fair and consistent manner. The school will make every effort to provide support for children with social, emotional and behavioural needs and make referral to outside support agencies when necessary. A high standard of behaviour requires a strong sense of community within our school and to achieve this, we maintain a high level of co–operation among all the staff and between staff, pupils and parents.

A Code of Behaviour helps the school community to promote the school ethos, relationships, policies procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The Code of Behaviour helps teachers, other members of staff, pupils and parents to work together for a happy effective and safe school.

A Code of Behaviour is a requirement under the Education Welfare Act, 2000, Section 23 (1). This school’s Code of Behaviour supports the principles, initiatives and procedures for good practice as outlined in the two documents-

* Developing a Code of Behaviour: Guidelines for Schools (NEWB 2008)
* Behavioural Emotional and Social Difficulties: A Continuum of Support (NEPS 2009)

**Mission Statement**

Our school ethos reflects a safe and secure environment where children learn to be self-confident and have a positive self-esteem. It aims to develop a sense of personal reasonability and help the children to understand their own personal humanity. It enables our pupils to develop and enhance the social skills of communication, co-operation and conflict resolution necessary for creating and maintaining supportive relationships both now and in the future. An understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health are essential parts of our philosophy. A child’s sense of safety and an ability to protect themselves from danger and abuse is of paramount importance. We strive to enable the children to respect the environment and to develop a sense of responsibility for its long-term care. An appreciation of and respect for the social groups are essential ingredients of our thinking

**Relationship to characteristic ethos**

St Michael’s National School hope to enable each child to develop her potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child’s life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all of the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

**Aims**

In implementing this discipline code, we aim to:

* 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 through 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

**Guidelines for behaviour in the school**

The school staff acknowledge the variety of differences that exist between children and the need to tolerate 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, parents and pupils. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The order-riding principle governing this code is respect – respect for ourselves and others and their property. The school expects the highest standard of behaviour from its pupils including the following:

● Each pupil is expected to be well behaved and show consideration for other children and adults;

● Each pupil is expected to show respect for the property of the school, other children’s and their own belongings;

● Each pupil is expected to attend school on a regular basis and to be punctual; ● Each pupil is expected to do her best both in school and for homework.

While the school has expanded on these principles to outline the “school rules” (see Appendix 1), each class will draft their own class rules through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class.

These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons. (These specific classroom rules are only applicable to the teacher and class who drafted them. They will be used in addition to the designated school rules.

**Whole School approach to Promoting Positive Behaviour**

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during all school activities. It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom. Teachers will use various strategies to promote good behaviour including “Golden Time”, star/reward charts, weekly lottery, etc. The strategies used will be at the discretion of the class teacher. In addition the Principal will use her own strategies for rewarding positive behaviour. To facilitate new members of staff to become familiar with practices within the school, a copy of the code will be included in all teachers’ documents. The code will also be available on our website for parents.

**Incentives/Reward System**

Part of the vision of St Michael’s National *School* 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 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 / book
* 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
* Special mention at assembly.

Field trips, annual school tours and other special event will be reserved for those who have consistently strived to behave well.

**Sanctions**

Sanctions for misbehaviour will be relative to the misdemeanour. The following is a range of sanctions that may be employed. This list is not exhaustive.

* Teacher reasoning with the pupil, making him/her aware of inappropriate behaviour and its impact on others, suggesting correct behaviour
* Verbal reprimand
* Extra assignments / unfinished work to be sent home for completion
* Time appropriate removal from the situation within class or in a similar class level
* Loss of privileges
* Referral to another teacher/ principal
* Communication with Parent/Guardian
* Exclusion from school tour, following consultation with Principal.
* Suspension
* Expulsion
* Sanctions will be used according to a pupil’s age/maturity and taking personal and family circumstances and other relevant factors into account. They will take account of the pupil’s behaviour to date and the seriousness of the offence. The objectives of a sanction are to help the student to learn and to change behaviour

Sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and skills as in the case of any student. The school and classroom practices that support good learning behaviour are valid for all students including those identified with special educational needs. Sanctions within the classroom are at the discretion of the classroom teacher consistent with the strategies outlined in the Code of Behaviour.If a child is presenting with emotional or behavioural difficulties, appropriate support may be sought from external agencies.

**Unacceptable Behaviour**

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 principal to discuss their child’s behaviour.

**Minor misbehaviour include: (This list is not exhaustive)**

* Disrespect for self and/or others
* Hurtful behaviour, including lying, name calling and deliberate exclusion
* Bringing electronic equipment or mobile phones to school
* Not wearing appropriate uniform
* Behaviour that interferes with teaching and learning, talking in class, not completing homework, use of inappropriate language.
* Interrupting class work
* Running inside classroom/corridors
* Leaving seat without permission
* Littering the school
* Being rude/unmannerly/discourteous
* Entering school from yard without permission
* Not lining up when bell rings causing unnecessary delay
* Swinging on chairs
* Not taking necessary materials to school (books,etc)
* Defacing copies/books/schoolbags, etc.

**Consequences: when dealing with MINOR misbehaviours**

* Verbal warning including advice on how to improve
* Reasoning with pupil (point out rules)
* Record incident in teacher’s class behaviour book
* Time out / Temporary separation from peers within classroom
* Time out in yard
* Move to another classroom
* Send to principal
* Teacher/principal contacts parents. Communication with parents will be verbal/by letter, depends on circumstances. The parents concerned may be invited to come to school to discuss the child’s case

**Consequences: When dealing with REGULAR occurrences of MINOR misbehaviours (yard/classroom)**

* Formal school work to be prescribed
* Communicate with parents where necessary – informally in school diary
* Individual Behaviour plan to be put in place.
* Temporary separation within class / within another class
* Loss of privilege e.g. Golden time, use of school tablets etc.

*Regular occurrences of MINOR misbehaviours may be defined as serious / misbehaviours and therefore will be dealt with in that manner*

**Serious misbehaviour include: (This list is not exhaustive)**

* Bullying of any form
* Behaviour that is hurtful (harassment, discrimination and victimisation)
* Recurring behaviour that interferes with teaching and learning
* Threats or physical hurt to another person
* Damage to property
* Theft
* Bringing dangerous equipment to school
* Leaving school/school activities without permission.
* Telling lies
* Deliberately injuring a fellow pupil
* Graffiti
* Inappropriate material – written or otherwise in possession

**Consequence: When dealing with SERIOUS misbehaviours**

* Send to deputy principal / principal
* Written letter/ note to be signed by parent/guardian
* Individual behaviour plan to be put in place
* Inform parents (parents concerned will be invited to come discuss their child’s case)
* Principal may meet with parent/guardian
* Chairperson of Board of Management may be informed and involved and parents may be requested to meet with chairperson/principal
* Loss of privilege e.g. Golden time, attending school tour, participating in football match etc.

*Regular occurrence of SERIOUS misbehaviours may be defined as very serious misbehaviours and therefore will be dealt with in that manner*

**\*\* 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.

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

Incidents of bullying will be dealt with as outlines in the schools Anti Bullying Policy

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.

**Gross misbehaviour include: (This list is not exhaustive)**

* Assault on a teacher or pupil
* Theft
* Serious Damage to property
* Repeated incidents of bullying behaviour, discrimination, harassment or victimisation
* Carrying drugs, alcohol, cigarettes

**Consequences: When dealing with gross misbehaviours**

* Physical restraint where necessary
* Parent/guardian obliged to collect and supervise their child from school (for example at break & lunchtime,) for an agreed period of time, especially if it is felt that the child poses a threat towards staff, pupils or others
* Chairperson/principal meets with parents
* Use of **Report Card System** to monitor behaviour for an extended period of time.
* Suspension following discussion with parents

***Suspension****: serious and very serious misbehaviours may be considered as grounds for suspension. Suspension is in accordance with terms of Rule 130 (5) of Rules for National Schools and in accordance with D.O.E. In accordance with this rule, a school my suspend a pupil for 3days and up to 10days with approval by the Board of Management*

* **Expulsion**: done in accordance with D.O.E guidelines and where it is necessary to safeguard the welfare of pupils, teachers, and employees. The patron must sanction expulsion (Rule 130-6)
* In Junior/Senior infants and first class, steps are to be taken in consultation with staff and at the discretion of the deputy principal, principal and chairperson of the board of management.

**Report Card**

Parents of the child being placed on “report” will be invited to come into the school to discuss their child’s case and how the sanction will operate. The report (red) card system is given to the child in question. They must present this card to their class teacher, on three designated times throughout the day. They must also present the card to the teacher on yard duty at both break and lunch time. If the child’s behaviour is acceptable and in line with the code of behaviour policy, the teacher will sign the card. The child must get the card signed at home nightly. This ensures that both home and school are collaboratively monitoring the child’s behaviour and that no further breach of behaviour will be tolerated. The child will remain on report card for a period of time, agreed at the time. The child is made aware that any breach of the schools behaviour code, while on the report card, will lead to more severe sanctions being imposed.

**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. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child’s case. Aggressive, threatening or violent behaviour towards a teacher or pupil 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 at 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 other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

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 may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare 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 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, special education teacher and /or principal. 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.

**Methods of 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 should be 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 are to be used at all levels within the school:

* Informal parent/teacher meetings and Formal parent/teacher meetings
* Through children’s homework journal
* Letters/notes and phone calls from school to home and from home to school

In St. Michael’s N.S the belief is that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the principal teacher and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are told not only when their children are in trouble but when they have behaved particularly well also.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (principal)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (chairperson)`

Date: October 2022.

**Appendix A Classroom Rules** (This list is not exhaustive)

1. Follow instruction straight away.

● Prompt attention

● Listen at all times

● No comments about instructions, just follow them immediately

● Instructions should only have to be given once

2. Complete work in set time and do it well

● Class work to be done to the best of your ability

● Neat and tidy work

● No copying

● Margins

● Layout

● Standard of writing

● Clean copy

 ● All homework to be attempted ●

● Work to be carried out without delay

● Parental explanation must be given why work is not completed

● Take pride in work

● Your work will be acknowledged

3. Pay attention and work quietly allowing others to work uninterrupted

● Speak quietly during all non silent activities including lunch time if classes have to remain indoors due to bad weather

● Allow pupils to work, no elbowing, pushing, invading others space

● Listen silently when teacher/another pupil speaks

● Focus on the teacher/task

● Don’t allow yourself to be distracted

● Be silent if teacher is speaking to another teacher/visitor

● Ask teacher for help if required

4. Have all necessary equipment

● Textbooks and copies named

● Full uniform to be worn

5. Use only acceptable language; back chat is not allowed

● Think before you speak

● Speak politely to adults/children

● Call children by proper names

● Address adult by Mr., Miss or Mrs. or appropriate title

● No heated aggressive debate

● No teasing

● Do not interrupt

● Say please/ thank you

● Look at the person you are speaking to

● Knock, enter, address the teacher

● No answering back ●

6. Stay at your desk and keep it tidy

● No walking around even when work is finished

● Pick up litter12

● Keep bags under seat or table – health and safety

● Clean up after lunch

● Walk straight to seat on entering classroom

● No writing or defacing furniture or other people’s property

**School rules** (This list is not exhaustive)

Do as you are told by all staff straight away

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

Play safe.

No Bullying physical/verbal

“Only messing” is not an acceptable explanation

No pushing in lines

Negative name calling, teasing or put-downs is not acceptable

No invading of personal space

Always include others in games

Always care for the younger pupil

Always welcome visitors

Knock when entering another classroom

Always be truthful and honest

Never leave the school grounds without permission.

No spitting

No chewing gum

**Appendix B:**

**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 pre-school children, when in the school.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person’s child on the school premises.