



## **Rolestown National School**

### **Code of Behaviour**

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify “the standards of behaviour that shall be observed by each pupil attending the school”. In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be issued with a copy of the school’s Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school’s policy ‘and that they shall make all reasonable efforts to ensure compliance with such code’.

### **Our School Motto**

‘Friendship, Kindness, Respect.’

### **Our Aims**

- To create a positive learning environment that develops pupils’ self-esteem and encourages and reinforces good behaviour.
- To provide for the effective and safe operation of the school.
- To provide guidance for teachers, pupils, and parents on behavioural expectations.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To foster caring attitudes to one another and to the environment.
- To facilitate the education and development of every child.
- To enable teachers to teach without disruption and encourage positive pupil-teacher relationships.
- To promote the social and personal development of each pupil.
- To promote positive home-school links through collaboration on and communication of our code of behaviour.

These sentiments are contained in 4 core rules for Rolestown National School listed as follows:

1. I will be respectful
2. I will do my best
3. I will be tidy
4. I will be safe and healthy

### **Principles**

To achieve a happy and secure environment in which children can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free environment. The school places a greater emphasis on rewards than on sanctions, and the ideal is that pupils will acquire self- discipline through mutual respect. There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage unacceptable

behaviour. Good behaviour will be praised and rewarded. Unacceptable behaviour will not be tolerated.

## Behaviour Expectations

The following gives **examples** of positive indicators of good behaviour under our 4 'Golden Rules'. The list is not exhaustive, neither is it intended to be read as a long list of school rules. Our focus as a school will be on our 4 'Golden Rules'.

### A. School Rules

I need to be...	
<b>Respectful/Kind</b>	<p><b>I know I am respectful/kind when...</b></p> <ul style="list-style-type: none"> <li>❖ I treat others as I would like to be treated; in my class/yard/social media (no name-calling, teasing, taunting)</li> <li>❖ I return everything I borrow from other pupils</li> <li>❖ I take turns in the yard when playing</li> <li>❖ I say sorry when I know I did something wrong</li> <li>❖ I do not bully or threaten others (in school or on social media)</li> <li>❖ I listen in class and let others speak</li> <li>❖ I follow the teacher's instructions</li> <li>❖ I raise my hand to ask a question</li> <li>❖ I ask permission to leave the classroom</li> <li>❖ I walk quietly on the school corridors</li> <li>❖ I step aside to let an adult pass</li> <li>❖ I use a low voice when working in the classroom</li> <li>❖ I look after school property e.g. iPad, footballs, desk, chair, library book</li> </ul>
<b>Do my best</b>	<p>I know I do my best in class when</p> <ul style="list-style-type: none"> <li>❖ I do my own work to the best of my abilities</li> <li>❖ I listen in class</li> <li>❖ I take part in class by asking and answering questions</li> <li>❖ I help others</li> <li>❖ I am honest and tell the truth</li> <li>❖ I arrive at school on time.</li> <li>❖ I come to school properly prepared for class having the books, copies, pencils, pens, etc. required.</li> <li>❖ I keep my homework journal up to date</li> <li>❖ I complete my written and oral homework each night. My parents or guardian are responsible for checking that the work is completed.</li> </ul>
<b>Tidy</b>	<p>I know I am tidy when</p> <ul style="list-style-type: none"> <li>❖ I wear the correct school uniform/ tracksuit.</li> <li>❖ I keep my belongings tidy on my desk and classroom.</li> <li>❖ I pick up any rubbish in my classroom or yard.</li> <li>❖ I replace equipment/books tidily in art room/library etc.</li> <li>❖ I do not bring chewing gum to school. Chewing gum is not allowed.</li> </ul>

<b>Safe and Healthy</b>	<p>I know I am keeping myself safe when</p> <ul style="list-style-type: none"> <li>❖ I do not bring in or consume dangerous substances in school.</li> <li>❖ I walk/not run on the corridor in school.</li> <li>❖ I only leave the school early when I have permission from my teacher and/ or principal. My parents or guardian will send a message to my teacher through the school office.</li> <li>❖ I do not return to the school grounds or building after school/weekends/holidays without permission from the school principal.</li> <li>❖ I only bring food for my lunch that is allowed for in the school's Healthy Eating Policy.</li> <li>❖ I follow hygiene procedures for hand washing in the school.</li> <li>❖ I behave in an exemplary manner on school outings, e.g. football matches, tours, class outings, etc. Directions from the person in charge must be followed. All school rules included in previous sections apply to school outings</li> </ul>
-------------------------	--

Every class will complete formal and incidental lessons with pupils to familiarise them with the school rules. Every class will build in time to revisit and reinforce the rules regularly. Display the rules in ways that are appropriate for the pupils in the class. The rules will also be reinforced at school assemblies and during visits by the principal to classrooms.

## **B. Class Rules**

- At the beginning of each academic year, the class teacher drafts a list of class rules with the children. These reflect and support the school rules.
- The class rules are presented in a way that is easily understood by the children. For example, pictures or illustrations will be used for some classes.
- Class rules are kept to a minimum.
- They should 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 differences.
- Examples of classroom rules in our school:
  - I will sit on my chair and do my work.
  - I will always try my best with all of my school work.
  - I will listen. I will let others speak.
  - I will be kind and respectful.

## **Incentives/ Rewards**

Our school supports children to achieve their personal best relative to their unique strengths and needs. We strive towards a culture that raises expectations of the children and, in turn, improves their progress and attainment. The importance of rewarding positive behaviour cannot be underestimated. Affirmation is the means by which teachers and parents mirror for children their goodness, worth, value, uniqueness, lovability and vast potential. By accentuating the positive it is hoped that such behaviour types will increase in frequency. That said, praise and reward are valued commodities and must be earned relative to the child's behaviour according to their unique strengths and needs. Incentives or rewards come in different forms.

- Tangible rewards from teachers come in the form of treats or privileges for a class (extra playtime, story time, golden time, etc.).
- Praise is positive and enthusiastic feedback from teachers that is used in a specific way to recognise effort or achievement or to enhance the pupil's self-esteem.

The following are examples of how praise might be given.

- A quiet word or gesture to show approval
- A comment in a pupil's exercise 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 including the School Assembly
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication – note on Aladdin Connect, PTM, etc.

**Sanctions:**

	<p><b>Definition Note:</b> The lists below consist of examples only of misdemeanours. They are not exhaustive lists. Other items may be added in line with evolving experiences.</p>	<p><b>Sanctions Note:</b> The separation of a pupil from peers either through detention or other form, is about maintaining our duty of care to the pupil and to the other school community members. It also gives the pupil an opportunity to reflect on the behaviour, provides an opportunity for discussion, and allows teaching and learning to continue without interference for others.</p>
Minor	<ul style="list-style-type: none"> <li>● Boisterous play- hitting, pulling, shoving, pushing, tripping, spitting</li> <li>● Interrupting class work</li> <li>● Failure to follow instruction</li> <li>● Being discourteous/unmannerly- name calling, giving cheek, rude comments, jeering</li> <li>● Being dishonest</li> <li>● Taking items belonging to peers/ classroom/ school</li> <li>● Not completing homework without a note from parent/ guardian</li> <li>● Leaving seat without permission</li> <li>● Not wearing uniform</li> <li>● Running in school building</li> <li>● Leaving litter around the school</li> <li>● Failing to line up properly or misbehaving in the line</li> </ul>	<p><b>Sanctions for Minor Misdemeanours may include:</b></p> <ul style="list-style-type: none"> <li>- Temporary separation from peers within the class and/or temporary removal to another class</li> <li>- Lose golden time or equivalent</li> <li>- Written reflection sheet to be signed by pupil, parent/ guardian and teacher and kept on file in school</li> <li>-Extra homework</li> <li>-Principal or deputy to speak with child/class regarding behaviour</li> </ul> <p><i>On the yard;</i></p> <ul style="list-style-type: none"> <li>- Infant pupil receives an immediate timeout. Sit for 5-10 minutes on infant chair retrieved from classroom OR walk beside teacher/ SNA</li> <li>- All other pupils lose 5/ 10 mins. of play time depending on the incident</li> </ul>
Serious	<ul style="list-style-type: none"> <li>● Bullying (See separate Anti-Bullying Policy)</li> <li>● Ganging up on, picking on, deliberately hurting or interfering with another pupil e.g. posting anything online or writing a note about another child</li> <li>● Using school's IT devices/internet inappropriately</li> <li>● Constantly disruptive in class- cheeky, interrupting teacher, distracting others, constantly talking</li> </ul>	<p><b>Sanctions for Serious Misdemeanours may include:</b></p> <ul style="list-style-type: none"> <li>-Removal from activity which he/she is involved in</li> <li>-Withdrawal of privileges (could include school event/trip)</li> <li>-Child referred to the Principal / Deputy Principal's office.</li> <li>-Complete a reflection sheet which will be signed by the pupil/parents/guardians/teacher.</li> <li>-Parents called in to speak with class teacher and/or principal to resolve the issues and avoid any repetition.</li> </ul>

	<ul style="list-style-type: none"> <li>● Defiance/ disrespect towards any staff member</li> <li>● Using unacceptable or inappropriate language</li> <li>● Seriously damaging another pupil's property</li> <li>● Graffiti on school property</li> <li>● Any other behaviour not listed, which the principal and BOM deem to be serious</li> </ul>	BOM authorises principal to sanction an immediate suspension, pending a discussion of the matter by Principal/Chairperson with parents/guardians.
Gross	<ul style="list-style-type: none"> <li>● Repeated serious misdemeanours (i.e. no improvement following intervention, sanctions etc.)</li> <li>● Harassment, discrimination, victimisation</li> <li>● bringing in or consuming dangerous substances in school.</li> <li>● Seriously and/or sudden aggressive, threatening and/or violent behaviour towards another pupil or staff member</li> <li>● Pre-meditated physical hurt to another person</li> <li>● Extreme damage to school property</li> <li>● Leaving school premises during school hours without permission</li> <li>● Any action that puts the safety of self/others at risk</li> </ul>	<b>Sanctions for Gross Misdemeanours may include:</b> <ul style="list-style-type: none"> <li>● Contact established with Parents/Guardians.</li> <li>● Supervision or Removal of offending pupil from the school pending a proper investigation.</li> <li>● Use of one or more of the sanctions from the list for "Sanctions for serious misdemeanours".</li> <li>● Suspension</li> <li>● Expulsion will be considered in an extreme case in accordance with Rule 130 (6), with prior consent of patron.C</li> </ul>

### Pupils with Additional Learning Needs

Pupils with additional learning needs will be required to follow the code of behaviour, but teachers can use professional judgement in its application. Teaching the rules to children with additional needs and helping them to understand behaviour and its consequences will be a focus of the teacher's work.

Parents will be kept informed of their child's behaviour and may be requested to work with the school in devising effective strategies both at home and in school to help improve the behaviour. This may involve agreeing a behaviour plan as part of their School Support File. Support services such as NEPS, the school's SENCO and the NCSE may be involved.

### Review and Ratification.

The Board of Management, Principal and Staff of Rolestown National School reserve the right to modify details of this Code at short notice to deal with matters that were not foreseeable when the code was drafted. This Code will be reviewed regularly. This Code of Behaviour Policy was reviewed and updated by the staff of Rolestown National school in November 23. This policy was ratified by the Board of Management on 26/02/24.

Signed: Marie Bailey Date: 26/02/24  
Chairperson of Board of Management

Signed: Elaine OB Date: 26/2/24  
School Principal