**Code of Behaviour**

Good behaviour is based on good relations between parents/guardians, child and school.

In the Robertson National School, we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school.

Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

In devising the code, consideration has been given to the particular needs and circumstances of this school.

**Principles**

• The school recognises 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
* 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 parent’s handbook, availability of policies and an ethos of open communication
* To encourage the involvement of both home and school in the implementation of this policy.

**Responsibility of Adults**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we will 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.

• Discourage physical aggression and encourage ‘Kind Hands, Kind Words, Kind Feet’.

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

**School Rules**

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. Rules will be discussed with the class under the guidance of the class teacher at the beginning of the school year.

The Staff encourage the highest standards in collective and self-discipline. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards and sanctions.

Discipline is necessary in every school to safeguard the rights and freedom of all pupils in the school.

All pupils should be allowed to enjoy school without fear and should reach their full potential without hindrance and in a positive environment.

1. We show respect for ourselves 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 show courtesy and good manners.

7. We try to use respectful ways of resolving difficulties and conflict.

8. We ask permission to leave the classroom/school/playground.

9. We do our best in class.

11. We take responsibility for our work and behaviour.

12. We wear the appropriate uniform.

13. We adhere to school policies.

Rules apply during school-time and during all school related activities.

**Incentives/Reward System**

Part of the vision of the Robertson 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.

The following are some samples of how praise might be given:

* A quiet word or gesture to show approval;
* A comment in a pupil’s copy or homework diary;
* 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;
* Additional golden time
* A mention to parent - written or verbal communication.

**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.

Examples of minor misbehaviour might include:

• Talking inappropriately during lessons;

• Not following instructions.

Examples of serious misbehaviour might include:

• Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation);

• 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.

Examples of gross misbehaviour might include:

• Assault on a teacher or pupil;

• Serious theft;

• Serious damage to property;

• Carrying drugs, alcohol, cigarettes;

• Serious bullying - see Anti-Bullying Policy for clarification.

**Sanctions**

The purpose of a sanction is to bring about a change in behaviour by:

• helping students to learn that their behaviour is unacceptable;

• helping them to recognise the effect of their actions and behaviour on others;

• helping students (in ways appropriate to their age and development) to understand that they have

choices about their own behaviour and that all choices have consequences;

• helping them to learn to take responsibility for their behaviour.

A sanction may also:

• reinforce the boundaries set out in the school rules;

• signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

• prevent serious disruption of teaching and learning;

• keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means

exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances

involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil;

2. Verbal reprimand including advice on how to improve;

3. Temporary separation from peers within class and/or temporary removal to another class;

4. Prescribing extra work;

5. Loss of privileges;

6. Detention for a part of break time;

7. Communication with parents;

8. Referral to Principal;

9. Principal communicating with parents;

10. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for

National Schools as amended by circular and Education Welfare Act 2000)

**Suspension and Expulsion**

* Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised.
* 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.

1. 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.
2. 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.
3. In certain circumstances the Principal with the approval of their Chairperson of the Board may suspend a pupil for 5 school days
4. A meeting of the Board may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.
5. Appeal - Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

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 rules 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.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools

and the Education Welfare Act 2000. Before 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)

Grounds for Expulsion

• Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process;

• Continued presence of pupil constitutes a real and significant threat to safety;

• Pupil responsible for serious damage to property.

Automatic Expulsion

The Board of Management may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault;

2. Possession of illegal drugs;

3. Supplying illegal drugs to other pupils in the school;

4. Actual violence or physical assault;

5. Serious threat of violence against another pupil or member of staff.

**Communicating with Parents**

Mutual respect, co-operation and open communication are seen as important factors in encouraging

positive behaviour in the school. Structures and channels designed to maintain a high level of

communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a

child’s life (in the past or present), which may affect the child’s behaviour.

The following methods of communication are used to communicate with parents:

* Informal/formal parent/teacher meetings;
* Phone calls;
* Children’s homework diaries (Infants do not have a homework diary, please check bags for notes);
* Letters/notes from school to home and from home to school;
* School notice board;
* School website;
* School Facebook page/Messenger;
* TextaParent service.

This policy was ratified by the Board of Management on:

Signed:

Dated: