



# Scoil Mhuire Moynalty

## Code of Behaviour Policy

### Introductory Statement

This policy was originally drafted and ratified in 2008. It was reviewed and updated in 2014 in line with Best Practice. During 2015/2016 the staff had several discussions around developing an even more positive approach to behavior and agreed to consider the implementation of the Discipline for Learning approach to teaching and learning at Scoil Mhuire Moynalty. This was discussed at BOM meetings and staff worked on an updated Code of Behaviour Policy to reflect our current practices and position while maintaining best practice in line with our updated Anti Bullying Policy and Child Protection Policy.

### Aims and Objectives

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

Our School aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. This will enable the child to live a full life and will equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society. The staff are committed to the realisation of these Objectives.

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.

This revised Code of Behaviour comes into effect on the 1st of December 2016. The code has been considered by the Parents Association, Teaching Staff, Ancillary Staff and approved by the Board of Management. The code is mindful of the Curriculum, the school's Health & Safety Statement, Anti-Bullying Policy, Enrolment Policy and Child Protection Policy.

### Related Policies available on request:

1. Anti-Bullying Policy
2. Health & Safety Statement
3. Enrolment Policy
4. Child Protection Policy
5. Yard Supervision Policy

## Aims of the Code

- 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

## Discipline for Learning (DFL)

In our school, we have a positive approach to teaching and learning. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. Positive rules for behaviour in class and out of class are learned by pupils at the beginning of their school year. Pupils are disciplined by being motivated to keep these rules.

With this in mind the school has embraced and adopted Discipline for Learning (DFL)

### DFL Strategies / Incentives

Rewards can be earned individually or as a class group. Teachers may list out particular things for which he/she will be giving stamps for that day or week.

#### Individual Awards:

Each child will have a Stamp Book with nine pages, 10 squares p/page in junior books, and 20 squares p/page in senior books. (*\*\* See Appendix 3 & 4*)

- ❖ 1 page complete      Certificate
- ❖ 3 pages complete      Lucky Dip
- ❖ 6 pages complete      Lucky Dip
- ❖ Full Book              Principal's Award

#### Group Awards:

Class points may be awarded for behaviours predetermined by the teacher

On attaining the required number of points the class are given a "Class Treat" i.e. Quiz, PE, iPads, outdoor activity, Class Walk, Treasure Hunt, DVD or other such reward

#### Golden Book:

Golden Book is kept in the Principal's Office and children's names are added for exceptionally good behaviour and when they receive awards in the DFL Booklet

- ❖ DFL Class Record – (*\*\* See Appendix 5*)
- ❖ DFL Incident Note – (*\*\* See Appendix 6*)

## Incentives & Reward System

Part of the vision of Scoil Mhuire Moynalty 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. Praise for behaviour should be as high as for work.

We have many ways of recognising good behaviour and effect including awards, stamps, positive cards, smiles, class Do-Jo, Star Class Awards, positive comments, assembly awards and homework passes. Good behaviour and achievement will be recognised. Consistent positive influences are the key to success in our school.

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

- A quiet word or gesture to show approval
- Stickers, awards, stamps or Note from Teacher
- Class DoJo Awards
- Class Marble Jar
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class or a 'Bualadh Bos'
- Star Class Award
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Award at whole school weekly assembly.
- Homework Passes

### Star Class Awards

During the school week the teachers note all pupils engaging in positive behaviours around the school and reward the pupils' class with a Star Class Award. At the end of break times the teacher on supervision duty may also give an award for best line in the yard. These awards are displayed in the GP Hall on the Star Class Awards Wall and the winning class each fortnight wins an hour's Golden Time.

### Discouraging Misbehaviour

The purpose of sanctions is to discourage misbehavior. Sanctions will be applied according to the gravity of the misbehavior, with due regard to age and emotional development. The DFL Agreed Sanctions in use across the whole school are as follows:

- Step 1.** Oral reprimand / warning by teacher
- Step 2.** Name on Class DFL Record
- Step 3.** DFL Incident Note to Parents
- Step 4.** Frequent misbehavior will result in the pupil being sent to the Principal's Office
- Step 5.** Teacher may request a meeting with parents
- Step 6.** Principal may request a meeting with parents

## Restorative Practice

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Restorative Practice is the basis for our Anti Bullying Policy. Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

## Restorative Questions to respond to Challenging Behaviour

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

## To help those harmed by other actions

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

## General Guidelines for Behaviour

All pupils are expected to behave in a reasonable manner both to themselves and to others, showing consideration, courtesy and respect for other pupils and adults at all times. Respect must be shown at all times. Respect must be shown for the property of the individual and of the school at all times.

***“ Kind Hands, Kind Words, Kind Feet ”***

## Code of Behaviour

The code of Behaviour covers the following areas:

1. Behaviour in class
2. Behaviour in the playground
3. Behaviour in the school environment and behaviour on school outings
4. Attendance at school/Education Welfare Act
5. Homework after school and extra-curricular activities.

### 1. Behaviour in class

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards a teacher (e.g. defiance, cheek, insolence) is totally unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with the right (e.g. constant disruption of the class or persistent distracting of others) is considered unacceptable behaviour. In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher.

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the “Golden Rules”. Class rules will be kept to a minimum and are devised with regard 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.

***School Rules ( \*\* See Appendix 1 – 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. Always do your best and allow others to do the same
6. Raise hand wait for attention and listen to the person who is speaking
7. We follow instructions from staff immediately
8. We walk quietly in the school building
9. We show courtesy and good manners
10. We try to use respectful ways of resolving difficulties and conflict
11. We ask permission to leave the classroom/school.
12. We do our best in class
13. We take responsibility for your own work
14. We wear the appropriate uniform.
15. We follow our Healthy Eating Policy.

## The 6 Golden Rules:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.
3. We are honest. We tell the truth.
4. We are kind. We share with others.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

These 6 “Golden Rules” will be the main ones used for infant classes. Rules apply during school-time and during all school related activities.

The No. 1 Rule at Scoil Mhuire Moynalty  
“No Hands On”

## 2. Behaviour in the Playground

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be prohibited.

Children can have a tendency to turn to the teacher to solve all their issues. Children are encouraged to develop better coping skills and conflict resolution skills by asserting themselves to deal with minor instances. ( \*\* See Appendix 2 - '5 Steps for when your Friend is Bugging You' )

Any behaviour which interferes with other pupils play is not permitted. Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher, this includes re-entering the school building.

Children are allowed to use the male & female toilets inside the GP Hall entrance during break times.

Any class or group behaving inappropriately on the Astro Turf Pitch or Football Pitch shall lose their access to the particular pitch for an assigned timeframe.

### The Essential Yard Rules

1. Stay within the boundaries in yard
2. Remain in your Designated Play Area as per timetable
3. Play safely and fairly. Treat others fairly, the way you would like yourself to be treated
4. Friendship Team to be respected by other children
5. Keep yard and school environment litter free and tidy
6. Respect all school property
7. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.
8. Line Leaders support the teacher on supervision to escort the children into their classrooms.
9. All incidents & accidents are recorded in the 'Yard Book – Incidents & Accidents' and / or the 'Accident Report Book'.

## 3. Behaviour in the School Environment & Behaviour on School outings

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is unacceptable. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Pupils must show respect for school property at all times. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

Pupils are encouraged to be respectful of each other on their way to and from school. When on school outings pupils are expected to behave in an orderly manner and show respect for public property. They should always co-operate fully with their teachers and special needs staff. Guidelines for Fieldtrips, Tours or School Excursions should be adhered to at all times.

#### 4. Attendance/Education Welfare Act

- Under the Education Welfare Act 2000, absences or lateness must be explained by a brief note written in school journal and signed by parent. Absences of 20 days or more must be referred by the school to Education Welfare Board.
- School opens to receive pupils at 9.20am each morning.
- The Education Welfare Officer is available to support parents with attendance issues.
- Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to office secretary.
- Any child wishing to leave school early must have a note signed by their parent. Parents/Guardians must sign out pupils who are collected early from school in the Sign Out Book available at the main office.
- Parents/Guardians are asked to notify the school in advance of absences where possible.
- After a pupil has been absent, a note from the parents must always be brought to the class teacher upon the pupil's return to school.
- Please refer to School Attendance Policy.
- Daily attendance and punctuality are required from pupils
- All attendance including lateness, early leavers and those collected late is recorded daily on the Aladdin system.

#### 5. Homework

It is the policy of the school to assign homework on a regular basis. The time taken for this will vary from child to child, but should in most cases take between 20 minutes and one hour. Homework is recorded in the pupil's journal. Parents should sign the homework journal to confirm that the work has been fully completed / attempted.

If for some reason homework (or part of it) cannot be completed, parents are asked to note this in the homework journal.

Generally, homework is not given at weekends although children may be asked to do project work.

Written work must be done neatly and carefully. Graffiti on textbooks and copy books is not permitted.

All children receive a copy of their individual class Homework Guidelines at the beginning of the school year.

Please refer to the school Homework Policy for further information.

#### 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.

**DFL Incident Notes** are sent home to parents following any incident relating to poor behavior ( *See Appendix 6*

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

Examples of serious misbehaviour 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 include:

- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

*Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher. The Principal may get involved subsequently.*

Bullying is **repeated** aggression – physical, verbal or emotional - conducted by an individual or group against another or others. (*Refer to Anti Bullying Policy for full details*) Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

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, race, culture and disability. Isolating or shunning a child.

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

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

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.

*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.*

## 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 code of behaviour
- 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. 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/ writing out the story of what happened
5. Loss of privileges
6. Communication with parents
7. Referral to Principal
8. Principal communicating with parents
9. 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)

\*\* Usually sanctions will relate as closely as possible to the behaviour.

## 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. 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 Rules 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, learning support/ resource 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 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.

### **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 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 to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal ( notes in homework folders for infants)
- Letters/notes from school to home and from home to school
- School notice board / Student Notice Board
- Newsletters /school web-site /e-mails
- TextaParent service.

## **Jewellery**

Students are permitted to wear stud earrings and a watch only.

## **Mobile phones /iPods / Electronic Games**

Use of mobile phones, iPods and electronic games during school hours is strictly forbidden. If for a particular reason a child has any such item in their possession at school they are asked to hand it into the office until home time. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment and will only be returned to the parent or guardian of the pupil.

## **School Uniform**

All pupils must wear the school uniform as per school guidelines. Parents are asked to PLEASE label all items of clothing as the school cannot be held accountable for lost property. Labels need to be checked on an ongoing basis during the school year.

## **School Journal**

The school journal is an important communication tool between parents and the school. Please read and sign the journal each night. Please ensure the personal information page in your child's school journal is completed.

## **Conclusion**

This Code of Behaviour will ensure an atmosphere of mutual respect and co-operation within our school. The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self discipline.

## Implementation

This policy supersedes previous policies and is effective from November 2016.

## Ratification & Communication

This policy was reviewed and updated in collaboration with all staff during September & October 2016. This policy was subsequently circulated to all parents and BOM members for consideration.

This policy was ratified by the Board of Management in November 2016. It will be available through our school website and/or administration office.

## Review

This policy will be reviewed and amended as necessary by means of a whole school collaborative process.

## Ratification of Policy

This policy was adopted by the Board of Management on the \_\_\_\_\_

Signed \_\_\_\_\_  
Fr. Joseph McEvoy  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Denise Ward  
Principal

Date \_\_\_\_\_

# School Rules

1. NO HANDS ON
2. We show respect for ourselves and others.
3. We show respect for our own property and the property of others at all times.
4. We show respect to other students and their learning.
5. We are kind and willing to help others.
6. Always do your best and allow others to do the same.
7. Raise hand wait for attention and listen to the person who is speaking.
8. We follow instructions from staff immediately.
9. We walk quietly in the school building.
10. We show courtesy and good manners.
11. We try to use respectful ways of resolving difficulties and conflict.
12. We ask permission to leave the classroom/school.
13. We do our best in class.
114. We take responsibility for your own work.
15. We wear the appropriate uniform.
16. We follow our Healthy Eating Policy.

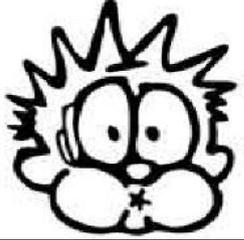
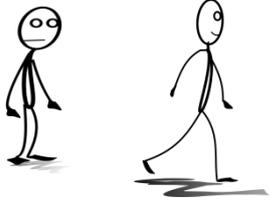


**Scoil Mhuire  
Moynalty**



**‘Kind Hands, Kind Words, Kind Feet’**

# 5 Steps for When Your Friend is Bugging You

1.	Take a deep breath.	
2.	Ask them to "Please Stop"	
3.	Tell them how you feel. "That makes me feel _____"	
4.	Walk away	
5.	Tell a teacher. They will help you.	



**Scoil Mhuire  
Moynalty**







# Scoil Mhuire Moynalty,

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Roll No: 17213L

Principal: Denise Ward

Deputy Principal: Rosemarie Ormiston

## DFL - Incident Note for Parents/Guardians

Childs Name: \_\_\_\_\_

Class: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Time: \_\_\_\_\_

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

### Incident:

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### Action taken:

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Signed: \_\_\_\_\_

*Teacher*

\_\_\_\_\_  
*Class Teacher*

Signed: \_\_\_\_\_

*Parents / Guardians*

*Signed Note to be returned to school and will be filed in DFL (Discipline For Learning) Folder*



# Scoil Mhuire Moynalty

