

CODE OF BEHAVIOUR ST. LUKE'S NATIONAL SCHOOL

Background:

This Code of Behaviour has been drawn up in accordance with the school ethos. It was prepared by the Board of Management which is ultimately responsible for conduct and discipline in the school, in consultation with Teachers and Parents.

Aims:

1. To create an atmosphere in which effective teaching and effective learning can take place
2. To help pupils become more self-disciplined, and to encourage good standards of behaviour at home, at school and locally, based on consideration, respect and tolerance for others.
3. To maintain good order and safety throughout the day, including break times.
4. To develop respect for school buildings, all school property and the school environment

To achieve these aims, a Code of Behaviour is needed which reinforces good behaviour and provides sanctions for pupils who do not abide by the code.

In devising the Code, consideration has been given to the particular needs and circumstances of this school. The aims are to ensure the individuality of each pupil is accommodated while acknowledging the right of all children to education in a relatively disruption-free environment. Each pupil is expected to attend school on a regular basis, to be punctual and to do his/her best in school and for homework.

The management and teaching staff encourage positive re-enforcement and encouragement for all children who make a genuine effort to keep school rules and guidelines.

1. Children are praised orally or by written comment.
2. Children are complimented in class or sent to another class to display work well done.

3. Children are given small prizes such as tickets, dojo points, extra time with favourite subject, exemption from homework etc.
4. Younger children are given stars/stickers /pupil of the week notices.
5. Each week teachers select a 'student of the week' and a 'class of the week'. They receive a certificate signed by the Principal and have their photos displayed on the notice board. The class receives a small treat.

An opportunity is provided towards the end of the 1st term for a **Parent/Teacher meeting** to discuss child's progress and development and informs parents of their child's progress.

An **End of Year Report** informs parents of their child's progress. Parents can review the report and have seven days to respond to the school.

Children will carry out self -evaluation throughout the year and its purpose is to encourage and direct the child if necessary and spur him/her on to greater effort. Parents will be shown records of their child's self evaluation.

Sanctions:

Sanctions are used sparingly: e.g. where child is disruptive /interfering with others' work, underachieving because of time wasting/ failing to complete homework on regular basis or infringing yard rules. Impoliteness or lack of respect for teaching or other staff also calls for sanctions - the latter to be administered according to the gravity of the misdemeanour.

Discipline Hierarchies/Steps during class time

All steps are given at the discretion of the teacher in accordance with the Code of Behaviour. Steps may be reversed, at the discretion of the teacher, if a student's behaviour has significantly improved within a short period of time. Yellow and Red cards cannot be withdrawn under any circumstances.

Step 1/Sad Cloud: Verbal Warning e.g. talking out of turn, shouting

Step 2/Thinking Chair: Reflection time in class (continuing with class work) 5 - 10 minutes at teacher's discretion. Child sits in a different location in the classroom.

Step 3: Reflection time in yard - 5 minutes in allocated yard zone supervised by a teacher. Child must hold an orange reflection card for the duration of

reflection time. If reflection time is breached the reflection time resets to zero. After big break reflection time takes place in another class. Students will do their class work during reflection time for 5 minutes in another class.

Step 4: Yellow card/out of class. Student Behaviour Reflection Form (SBRF) filled out by child in another classroom. The child returns to class when the Yellow card has been completed. The card will then be sent home to be signed by parent/guardian. Principal will sign the Yellow card at 12:30pm after parents have signed it. Yellow SBRF to be kept on file in the office. If a child fails to return their Yellow card parents will be contacted by phone and be made aware that the Yellow card will be sent home to be signed in an envelope. If the Yellow card remains unsigned after a second time a meeting will be scheduled with the parents and the class teacher to discuss the Code of Behaviour.

Step 5: Red card will be given if behaviour continues. Parents/Guardians meet with teacher and Principal to discuss incident/s of child's behaviour while child continues with class work in another class for the remainder of that day. Once an appointment with the parents has been scheduled the child can return to class.

After resolution with parent/guardian the class teacher writes a daily report in the homework journal or Behaviour template, of child's progress (for the duration of 1 week) for parent/guardian to read.

Straight to Yellow Card Behaviour Including but not limited to:

- Aggressive threatening behaviour
- Aggressive physical contact
- Lying to a teacher
- Swear words
- Cheeky towards staff
- Stealing
- Damaging property
- Offensive remarks
- Inappropriate behaviours and gestures

Teachers may also use their discretion to give out **yellow cards** when they feel the behaviour of a child warrants such sanctions.

Three Yellow Cards = Red Card (Third Yellow card in one term)

Straight to Red Card Behaviour

Red cards are given in consultation with the Principal. Including but not limited to:

- Serious physical assault with intent
- Serious damage to property with intent
- Aggression toward a member of staff

Teachers may also use their discretion to give out **Red cards** when they feel the behaviour of a child warrants such sanctions.

Three Red Cards = Suspension (Third Red card in one term)

Injury inflicted on other children/staff

Immediate response to injury inflicted on others in school:

Behaviours observed by staff as hurting others will result in parents being called to discuss the incident and to collect their child.

The immediate goal in taking this action is to prioritise the rights of children and staff to be taught/work in a safe environment.

Hurting others is antisocial behaviour. It will not be tolerated in St. Luke's National School.

Long term action taken in response to injury inflicted on others in school:

To prevent further instances of hurting others, the relevant staff and parents will agree on a course of action to teach prosocial skills. The goal in focusing on prosocial skills is to reduce and over time eliminate antisocial behaviours that hurt others, by replacing them with behaviours that meet the child's needs in a socially acceptable way.

Examples of prosocial skills include: waiting, sharing, turn taking, identifying your feelings (emotional literacy), stating what you need/want instead of using your body, following class/school rules, showing respect for others etc.

Children who follow social rules are successful in creating and maintaining friendships. They have the skills to be an effective learner and experience positive connecting experiences through praise and encouragement of staff and through the positive response of their peers.

Ultimately as educators we want children to have a positive school experience. We share our parents goal of wanting the best for each and every child. We will teach positive alternatives to antisocial behaviours and share any intervention with the relevant parents to support the child to practice skills to make school a positive experience for all our students and their families.

Extreme Sanctions - e.g. Suspension and Expulsion

These sanctions would only be used - with the approval of the Board of Management - and as a last resort, after having had resorted to all the above steps.

The decision to suspend can be delegated to the Principal by the Board of Management. This suspension may take place in school if the child has poor attendance in general.

Serious grounds for suspension or expulsion are any of the following:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property

Ref: Developing a Code of Behaviour - Guidelines for Schools (National Educational Welfare Board)

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in school and to achieve this end a high level of cooperation among staff, parents and pupils is necessary.

CHILD'S NAME: _____

Class _____

SIGNED PARENT/GUARDIAN: _____

Date: _____