

CODE OF BEHAVIOUR

Glasheen Boys' School (Last Reviewed March 2018)

DOCUMENTS CONSULTED:

1. Education Act 1998
2. Education (Welfare) Act 2000
3. Non-Fatal Offences Against the Person Act 1997
4. Guidelines Towards a Positive Policy for School Behaviour & Discipline 1990.
5. Developing a Code of Behaviour-Guidelines For Schools 2008
6. Other School Policies, as listed below.

AIMS:

1. The efficient operation of Glasheen Boys' N.S. and the structuring of positive in-class discipline to ensure an efficient and **stimulating learning environment**.
2. The maintenance of **good order** throughout the school and respect for the school environment and school property.
3. The development of **self-discipline** in pupils based on consideration, **respect** and **tolerance for others**.
4. To highlight that when necessary, interventions by teachers are of a supportive nature, for those who misbehave and for those affected by misbehaviour.

RATIONALE:

Any form of **behaviour** that **either** has safety **implications or interferes with the rights of others to learn and to feel safe, is unacceptable**.

INTRODUCTORY STATEMENT:

Our policies on Anti-Bullying, Child Protection, Health & Safety, Homework and Supervision Procedures should be consulted, in conjunction with our Code of Behaviour.

Our **original Code of Behaviour** Policy was presented in Draft Form, to be reviewed by Staff, The Parents' Association, the Parents/Guardians and Pupils, before being presented to the Board of Management for initial ratification in late 2003. It has since been reviewed in 2006, 2011/12 and 2013/14. In September of each year, school rules are discussed with all of the pupils, with **safety and respect for oneself and others** being suggested by pupils, as the main reasons for rules.

In 2013/14, three staff members attended a number of meetings learning about the concept of Restorative Justice. Members of staff reviewed the Code in 2013/14, making suggestions for change. From October to December 2014, the principal met with Parents' Association members, Staff Representatives and the Students' Council, to review the policy. A

Draft Code of Behaviour was formulated and there was a consultation period with the school community, where submissions were invited.

PRINCIPAL:

The principal's management style is a crucial factor in encouraging a sense of collective responsibility among staff and a sense of commitment to the school among pupils and their parents. **Regular discussions between the principal & pupils, develops an understanding among the pupils of the need for good behaviour. Regular supervision at times of assembly, breaks and dismissal, by the principal, reminds all members of the school community of the importance of good discipline. Positive talks at regular School Assembly also encourage a sense of positive discipline.**

TEACHERS:

Teachers should **encourage** pupils and praise/reward good behaviour. Teachers should **report repeated instances of misbehaviour** to the Principal, while at the same time, keeping a **written record** of all such instances. Should the need arise, these can be referred to if/when parents are called to the school. Teachers are aware of and use 'The Restorative Questions' (see appendix) when appropriate, to help students to understand misbehaviour in order to facilitate the restoration of justice in a calm and productive manner. The **HSCL Teacher (Carol Constant)** works with the staff, parents and children in a supportive capacity when necessary to gain a deeper understanding of factors affecting behaviour.

PUPILS:

Pupils must make a special effort to be responsible in their behaviour and to **promote safety** at all times. **Suggestions from pupils** on ways to improve safety, are always welcome (student council). **Pupils are encouraged to report any incidents, or potential incidents, to the principal or member of staff, as this may prevent a more serious incident in the future.**

PARENTS/GUARDIANS:

It is in the interest of all, that good relations exist between home and school. Through positive communication between Home and School, most problems can be resolved readily and informally. Attitudes to school and to schooling are fostered, for the most part, in the home. It is essential, therefore, **that parents/guardians speak of school in a positive manner** and foster a good attitude to school & teachers, in their children. If a child is experiencing **difficulties/trauma** outside of school/at home, which, may be affecting behaviour, it would be **most useful if parents notified the principal/class teacher, in confidence.**

ATTENDANCE:

Good attendance is encouraged and praised throughout the school. Children are rewarded to acknowledge good attendance. When a child has been absent for **20 days in a school year**, the school is obliged by law, **Education (Welfare) Act 2000**, to inform the Education Welfare Officer. The officer maintains regular contact with Schools to ensure good attendance.

SCHOOL RULES:

School rules are in place for the maintenance of a positive school environment and for the safety of all. These are printed inside the front cover of **Homework Journal** (1st. – 6th. Classes) and are to be signed by parent/guardian, in the presence of their son, in September of each year. Some additional rules are contained in The Safety Statement.

Pupils Should:

1. Be **Kind and Respectful** towards their fellow pupils, teachers, school staff and all adults within the school.
2. **Report Bullying or Rough Play** in the classroom or yard to the class teacher or principal.
3. **Never Leave the School During School Hours** without the permission of the Principal. **A Written Request** will be required unless a parent or trusted adult is calling to collect the pupil, from his classroom.
4. **Wear the Full Uniform** (School Tracksuit on P.E. days, including school polo short).
5. Bring a **Note of Explanation**, on returning to school, following absence.
6. Have the **School Journal** signed regularly by parents.
7. **Never Run in Classrooms, stairs or corridors.** When going up or down the stairs, pupils must **walk** on the **right hand side** in **single file**.
8. Not wear **Earrings** or any other jewellery that could pose a danger to themselves or others.
9. Never use **scooters, roller blades, skate boards** or **bicycles** in the school grounds.
10. For the safety of all, never use anything but **small, soft footballs** in the school yard, always under the supervision of a teacher and at break times only.
11. **Climbing on or swinging from fences**, walls or any height, is strictly forbidden.
12. Hair should be neat and tidy.
13. Use of **Mobile Devices** must comply with Acceptable Use Policy.

MEASURES TO ENCOURAGE/FOSTER GOOD BEHAVIOUR:

1. Verbal praise/encouragement for acts of positive behaviour.
2. Extra privileges such as doing jobs or being shown a D.V.D.
3. Some homework off if particular targets are achieved.
4. Positive feedback at Parent/Teacher Meetings & End of Year Report.
5. Note in pupil's homework to convey messages of approval from teachers.
6. Encouraging parents to check with their son's teacher, as children very often may not inform parents of the full story or sometimes may give a very one-sided view of events
7. Keeping parents informed of latest developments in our school, through newsletter, notes, specific notes in journal, displaying of policies, photograph displays etc.
8. **Use of Behaviour Grid, with ratings of 1 – 5, as daily feedback.**

Misunderstandings can be cleared up at an early stage through positive co-operation between home and school. The child will be less likely to misbehave when he sees that home and school are working together.

SANCTIONS:

The following strategies may be used to show disapproval of unacceptable behaviour.

1. **Reasoning** with pupil.
2. **Verbal reprimand**, explanation, including **advice on how to improve.**
3. **Temporary separation** from peers, friends and others.
4. **Loss of privileges.**
5. **Recording of incidents** of misbehaviour.
6. **Reflection time** during break/Referral to the Principal.
7. **Note** to parents/guardians in **homework journal/Telephone call** to parents/guardians by principal.
8. **A letter of explanation**/apology to be written by the pupil and signed by parent/guardian.
9. Pupils who misbehave frequently may not be allowed to participate in school outings for their own safety and that of the other pupils.

DISCIPLINARY PROCEDURES:

If a pupil misbehaves on a continuous basis, or if there is a serious incident of misbehaviour, it may be necessary, as a last resort, to exclude the pupil from school. Procedures for the suspension of a pupil are:

1. Parent is invited to **discuss the matter** with class teacher and principal, the child being present at the conclusion of the meeting.

2. If suspension is being invoked, the parent is informed, with **confirmation of the duration** being provided **in writing**.
3. The **maximum period** of an **initial** suspension is **3 school days**.
4. A special decision of the **Board of Management** is necessary to authorise a further period of exclusion. In keeping with the **Education (Welfare) Act 2000**, Section 24, the Educational Welfare Officer, would be involved, at this stage. At this point, parents would be made aware of **The Appeals Procedure**, Education Act 1998, Section 29 (Circular 22/02).

Glasheen Boys' School has been investigating various methods of using positive ways of encouraging good behaviour. Modelling of good behaviour and rewarding positive behaviour are seen as critical. The Restorative Questions are known to and used by staff **when appropriate**. The NEWB Document 'Developing a Code of Behaviour: Guidelines For Schools' 2008 is also being used.

Signed: *Máire Calnan* Last Updated – **March 2018**.
(Chairperson B.O.M.)

Restorative Questions (If Challenging Behaviour Occurs):

- What happened?
- What were you thinking of at the time?
- What have you thought about since
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make this things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

