

Scoil Mhuire, Shankill



Code of Behaviour

Student Code of Conduct

As stipulated in section 23 of the Education (Welfare) Act 2000, each educational institution's Board of Management is obligated to formulate and provide a student code of conduct for both its student body and school community. This particular code of conduct has been developed following guidelines issued by the Tusla Educational Support Service (TESS).

This Student Code of Conduct serves to advance the school's values, interpersonal connections, policies, protocols, and methodologies that foster positive conduct and discourage inappropriate behaviour. It aids teachers, staff members, students, and parents/guardians in collaborating to create a happy, efficient, and secure educational environment.

The Education (Welfare) Act 2000 outlines specific aspects that must be encompassed within a code of conduct. According to Section 23(2) of the Education (Welfare) Act 2000:

- (a) The code of conduct must outline the expected standards of behaviour for each enrolled student.
- (b) It should delineate the measures that may be undertaken when a student disregards or opposes these standards.
- (c) The protocols preceding a student's suspension or expulsion from the institution should be detailed.
- (d) Grounds for overturning a suspension imposed on a student should be provided.
- (e) The procedures for notifying the school about a student's absence must be outlined.

To fulfill these requirements and optimize the likelihood of achieving its aims, the code of conduct should address:

- The anticipated behavioural benchmarks within the school environment.

- Strategies for fostering positive conduct.
- The school's response mechanisms to inappropriate behaviour.
- Implementation plans for the code of conduct.
- School protocols concerning the application of suspension and expulsion measures.

1. Aims of the Behaviour Code:

The objectives of the Scoil Mhuire Code of Behaviour encompass the following:

- To offer guidance regarding expected behaviour for students, educators, and parents.
- To ensure the efficient and secure functioning of the school.
- To cultivate students' self-worth and endorse constructive conduct.
- To nurture the development of accountability and self-control in students, founded on respect, thoughtfulness, and acceptance of others.
- To facilitate the learning and growth of each child.
- To foster compassionate attitudes towards both peers and the environment.
- To enable uninterrupted teaching for educators.

School Ethos:

The intention of this policy declaration is to uphold and shield the rights of the school's staff, students, parents, and all visitors. Every member of the school community is entitled to respectful treatment and to operate within a secure setting. Teachers have the right to instruct, students have the right to receive instruction, and parents and visitors have the right to be treated with respect and politeness. Conduct that disrupts the rights of others is not acceptable.

2. Implementation:

Each individual within the school community has a role to fulfill in enacting the

Behaviour Code. Regulations will be kept concise, emphasizing positive conduct, and will be administered fairly and consistently, considering students' ages and individual distinctions. Positive behaviour will be endorsed and acknowledged.

3. School Discipline:

The establishment of a harmonious atmosphere within the school necessitates mutual respect among teachers, SNAs, and auxiliary staff, as well as between teachers, parents, pupils, and peers.

Maintaining Order within the School:

A well-structured school environment demands several components:

- Maintaining order in the classroom entails adhering to regular lessons, prepared tasks, and orderly conduct.
- Corridor conduct necessitates refraining from rough behaviour while classes are lining up or groups are transitioning between classes or activities.
- Orderliness within the P.E. Hall requires complying with the health & Safety Rules and an expectation to follow the teacher's instructions.
- Proper supervision within the schoolyard is essential, with staff on duty overseeing activities and being attentive to children's actions.
- Ensuring order when entering and leaving the yard.

4. Encouraging Positive Behaviour:

The central objective of this code, in conjunction with our Code of Practice for Building Relationships and Promoting Positive Behaviour is to promote positive behaviour. The school administration and staff actively cultivate a school ethos, policies, and practices that encourage positive behaviour and discourage inappropriate conduct.

4.1. General Guidelines for Positive Behaviour:

1. Pupils are expected to consistently exhibit respect and politeness towards all adults and fellow pupils. Disruptive behaviour that encroaches upon others' right to learn and feel safe is not acceptable.
2. Demonstrating respect for school property and maintaining a clean, litter-free environment is expected from pupils.
3. Pupils should take pride in their appearance, wear the correct uniform, possess all necessary books and materials, and be punctual.
4. Cooperation with peers, adherence to teacher instructions, diligent effort, and neat presentation of work is expected from pupils.
5. Regular attendance is essential, and unless genuinely unable to attend, written notification with the reason for absence must be provided.

4.2. Reinforcing Positive Conduct

Enhancing positive behaviour through positive reinforcement fosters improved self-discipline, and we prioritise rewards and incentives over punitive measures.

The effective day-to-day management of the school and classroom instruction empowers students to exhibit behaviours that contribute to their own learning and growth.

Educators and other school personnel require a diverse range of strategies to encourage positive behaviour both within the classroom and the confines of the school. It's important that there is coherence across the teaching team regarding the optimal methods for promoting positive conduct.

Students are more inclined to exhibit positive behaviour when:

- They are entrusted with responsibilities within the school and participate in shaping the class code of conduct.
- They comprehend the significance of the code and their role in its implementation.
- They witness the code being fairly enforced.

- High behavioural expectations are established as standards.
- These standards are clear, consistent, and widely understood.
- Parents actively support the school's efforts by encouraging behaviour that is conducive to supporting a learning environment for all children.
- Strong relationships exist between teachers, parents, and students, fostering a positive school atmosphere.
- Adults model the behaviour they expect from students.

4.3. Utilising a Rewards System

Reward systems are integral to the broader school or class strategy and can be part of a targeted intervention to aid individual students in managing their behaviour. The school community has collectively reviewed and endorsed the use of reward systems.

Rewards for students with special needs should be tailored to accommodate their unique learning styles. For students with sensory disabilities, rewards should be communicated in ways that consider their condition. For all students, particularly those with learning challenges, the effectiveness of a reward lies in its immediate connection to the behaviour being acknowledged.

Reward systems in Scoil Mhuire are most effective when:

- They hold personal meaning for the individual student or group.
- The student comprehends the reason for receiving the reward.
- They acknowledge and reinforce valued behaviour.
- They are closely tied to the specific behaviour.
- They take individual knowledge into account and are sensitive to personal, developmental, and cultural factors (such as a student's preference for private acknowledgment over public praise).
- They recognise effort alongside achievement.

- They are uniformly applied by all staff members.
- They are inclusive in their application. Rewards must not be discriminatory against any student or student group based on factors like background, gender, or ethnicity.

4.4. Approaches/Incentives

Junior positive awards system

Sticker cards: Pupils fill sticker cards in the following order Yellow, blue, green, red, orange and white. When a pupil fills a card, he/she receives a certificate from the DP. This is awarded in the presence of his/her peers. When a white card is completed the pupil is rewarded by having their photo taken and placed in the “Book of Honour”, which is displayed in a prominent place on the corridor. Positive behaviour and achievements are reinforced and celebrated during monthly assemblies.

Senior positive awards system

Ticket system: Teachers will operate a system which will involve rewarding the class as a group. Whole class awards and achievements will be acknowledged during Assemblies.

Recognising Achievement

Each teacher will make note of their pupils' achievements both inside and outside of school. These can be celebrated at Assemblies”

Other methods of encouragement

- Class dojo points
- Assembly
- Praise postcards sent home
- Homework passes
- Green card to nearby teacher, DP or P
- Golden time
- Whole class treats

- Extra playtime

5. Responding to Inappropriate Behaviour

Despite the best endeavours of schools, instances of inappropriate behaviour can occur. Even minor breaches of the behavior code can be disruptive, especially if they persist. More severe misbehaviour can have enduring and detrimental consequences, including disruptions to the student's own learning as well as the learning of their peers. It can lead to distress, anxiety, and even jeopardise the safety of students and educators.

5.1. Balancing Priorities

When a student's conduct disrupts the learning environment for others, the staff and management of Scoil Mhuire must find a balance between that student's needs and the needs of other students and staff. This equilibrium can be intricate, demanding professional skill and judgment in each unique situation. It relies on factual and objective insights into the impact of a student's behaviour, and transparent criteria for assessing that impact. In both fostering positive learning behaviour and addressing inappropriate conduct, Scoil Mhuire follows a methodical approach that takes into account the repercussions of inappropriate behaviour on other individuals and the impact of a corrective measure on the student.

Efforts are made by school staff to maintain a classroom and school setting conducive to the learning of every student, ensuring uninterrupted instruction. The Board of Management collaborates with the school community to establish a strategy for early and constructive intervention when student behaviour falls short of school expectations.

5.2. Problem-Solving Approach

A pivotal aspect of addressing a student's inappropriate behaviour is employing a

problem-solving approach. This approach involves the teacher and school taking these steps in response to undesired behaviour:

- Gather information to comprehend the context and influencing factors.
- Generate potential solutions that consider underlying reasons.
- Decide on specific strategies and secure agreement.
- Consistently implement the agreed-upon strategy.
- Continuously evaluate progress and the efficacy of the intervention.
- Maintain a positive rapport with the student throughout the process and involve both the student and parents.

5.3. Whole-School Approaches

The strategy to address inappropriate behaviour includes:

- Agreed methods of describing behaviour (using a common language approach)
- Mechanisms for documenting behaviour.
- A ladder of intervention.

5.3.1. Implementation of Restorative Practices

Scoil Mhuire integrates Restorative Practices into its problem-solving approach when dealing with inappropriate behaviour. Restorative Practices is rooted in a set of fundamental values and emphasises cultivating specific skills such as empathy and problem-solving. These practices foster the establishment of trust among individuals and within communities. It offers a structured framework, functioning as a scaffold to build and sustain relationships and channel attention towards nurturing positive connections. These relationships are built upon core values, including respect, even for those with differing perspectives or opinions.

By fostering empathy and understanding different viewpoints, individuals can learn to

respect one another, even when differing in thoughts and feelings. This empathy allows fairness to thrive within relationships, prompting accountability for one's actions and the actions of others.

5.3.2. Agreed Behaviour Description Framework

Scoil Mhuire is currently developing a standardized framework for documenting behaviour. This framework includes methods for describing the nature, intensity, and persistence of the behaviour. Precise descriptions enable adults to position behaviour on a seriousness continuum, recognise patterns, observe changes over time or in diverse contexts, and respond strategically based on this comprehensive insight. Such an approach facilitates a respectful and solution-oriented attitude, even when addressing challenging behaviour. Accurate descriptions facilitate the gathering and sharing of dependable information about a student's behaviour. Agreed terminology also aids in monitoring and reviewing the behaviour code.

Effective intervention necessitates collaboration among various individuals with pertinent information and influence in facilitating change.

5.3.3. Mechanisms for Behaviour Documentation

Scoil Mhuire provides a system for consistently recording and storing any student's behaviour that is a cause of concern, including behavioural plans, ABCs (Antecedent-Behaviour-Consequence analysis), Student Support Files, teacher observations, and logs of any significant incidents. These records should outline attempted interventions and the student's responses. A standardized school template is provided for documenting incidents.

5.3.4. Ladder of Intervention

As an integral aspect of the whole-school approach, school staff adhere to a predetermined ladder of intervention when addressing inappropriate behaviour. This framework ensures uniformity among staff members while also guaranteeing a

methodical strategy to assist students in modifying their behaviour. Three intervention levels are delineated below. At each level, involvement of parents and family support is recommended.

Support for All

The majority of students conform to appropriate behaviour guidelines due to clear and consistent rules and routines. Isolated, minor misbehaviour is suitably addressed by the classroom teacher's adeptness.

Additional Support for Some

Certain students necessitate more active intervention to manage their behaviour. Without additional assistance, these students might be at risk of behavioural, social, and educational challenges. Additional interventions could include:

- Referral to another teacher, such as a Special Education Teacher or adult mentor.
- Involvement of the Care Team.
- Establishment and monitoring of behaviour targets in collaboration with the student.
- Implementation of behaviour contracts.

Specialised Support for a Minority

A minority of students may exhibit particularly challenging behaviour. Learning new behaviours might be a significant hurdle for them, and they may not respond to low-level interventions. These students require sustained and individualised support to foster positive changes. For a select few students, addressing challenging behaviour necessitates a structured approach that involves key adults from their school and home lives. This systematic response often takes the form of a Behavioural Plan.

The Principal and school staff consistently cultivate strong connections with local support services capable of aiding students facing behavioural challenges. These resources may encompass the National Educational Psychological Service, HSE

Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services, or Adolescent Mental Health Services.

Scoil Mhuire is fully aware of its responsibilities under the Equal Status Acts 2000 to 2004, including the provision of reasonable accommodations for students with disabilities.

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5.4. The Application of Consequences

The Board of Management advocates for a holistic school-wide approach to implementing consequences. This method is designed to:

- Clearly define the role and purpose of consequences.
- Uphold best practices when applying consequences.
- Uphold the school's responsibility for student well-being.
- Provide support to students with special educational needs.

The primary objective of a consequence is to facilitate student learning.

5.4.1. The Purpose of Consequences

Consequences are intended to foster behaviour change by:

- Educating students about the unacceptability of their actions.
- Encouraging them to understand the impact of their actions on others.
- Guiding students (tailored to their age and development) in comprehending that their behavior choices yield consequences.
- Instilling a sense of responsibility for their conduct.

Consequences may also:

- Reinforce the boundaries delineated in the behaviour code.
- Signify to fellow students and staff that their welfare is being safeguarded.

In cases of more severe violations of school standards, consequences may be necessary in order to:

- Prevent significant disruption of teaching and learning.
- Ensure the safety of the student, other students, or adults.

5.4.2. Best Practices in implementing consequences:

Consequences should be administered in a manner that adheres to these principles:

Consequences are integrated into a behavioural plan

A consequence represents a form of positive intervention. Nevertheless, relying solely on consequences is unlikely to induce behavioural change. They ought to be part of a comprehensive plan aimed at facilitating student learning.

Consequences are employed respectfully to promote understanding

Consequences should be used in a respectful way to encourage positive behaviour and prompt accountability for change. Particularly, a consequence should:

- De-escalate rather than escalate a situation.
- Uphold the dignity of all involved parties.
- Be consistently and impartially administered.
- Be applied promptly.

5.4.3. Consistent implementation of consequences

The responsibility of ensuring the consistent use of agreed-upon consequences falls on school management. This practice minimises subjectivity and fosters equity. Teachers should be familiar with the permissible level of consequence they are authorised to apply.

5.4.4. Transparent Communication of Consequences

The school's consequence policy should be communicated transparently. Students should be aware when they have breached the code and that such breach incurs consequences. Students should be able to connect the consequence to the behaviour that preceded its application.

5.4.5. Proportional Consequences

Consequences should be proportional to the nature and gravity of the behaviour. Determinations regarding consequences should distinguish between misdemeanours, serious misbehaviour and very serious misbehaviour. The assessment of the severity of a specific behaviour will consider factors beyond the behaviour itself, including:

- Frequency, duration, and persistence of the behaviour.
- Whether it's part of an escalating pattern of misbehaviour.
- Context in which the behaviour occurred.

5.4.6. Suitability of Consequences

Consequences should align with the student's age, developmental stage, and cultural background. They must also take into account the specific circumstances of vulnerable individuals or student groups (e.g., children in care or those with special educational needs). To adhere to equality legislation, sanctions should not be applied in a manner that discriminates against particular students or groups. Awareness should be maintained that some sanctions might disproportionately affect specific groups.

The objective of sanctions and other strategies is to encourage positive behaviour and discourage misconduct. Sanctions will be administered in accordance with the gravity of the misconduct, considering the student's age and emotional maturity.

6. Code of Practice for Building Relationships and Promoting Positive Behaviour

The primary objective of Scoil Mhuire's Code of Practice for Building Relationships and Promoting Positive Behaviour is to establish and maintain a positive, happy, nurturing and safe environment based on positive values. This environment aims to provide students with a sense of security, respect, inclusion, and confidence, enabling high-quality learning experiences to take place and cultivate a school where children can thrive. This document outlines the behaviour standards we uphold in our school and delineates the roles and obligations of all individuals within our school community to uphold these standards. This commitment to fostering a conducive environment for optimal learning is firmly grounded in the principles of Restorative practice.

The Code of Practice for Building Relationships and Promoting Positive Behaviour's rationale and implementation align with whole-school policies on discipline and anti-bullying.

6.1. Code of Practice for Building Relationships and Promoting Positive Behaviour

presents a Ladder of Sanctions:

Ladder of intervention

1. Verbal warning.
2. Verbal warning and timeout in class (Juniors 3mins / Seniors 10mins) Gives the pupil time to think about the behaviour, learning and rules.
3. Red Card - timeout sent to designated partner teacher (Juniors 3mins / Seniors 10mins) Gives the pupil time to think & talk about the behaviour, learning and rules.

4. Red Card - sent to designated partner teacher with a specific task to complete possibly RP type task - [Restorative conversation with DP/P](#)
5. Red Card - sent to the DP/P. Parents notified [Restorative conversation with DP/P](#)
6. In-house suspension for set time - Parents notified [Restorative conversation with DP/P](#)
7. Suspension for one day. Parents are notified by letter. [Return after parents attend a meeting with the Principal. The principal will facilitate the preparation of a behavioural plan for the pupil if required and will re-admit the pupil back to their class.](#)
8. In the case of very serious misbehaviour recurring following a suspension the parents/guardians of the child are required to meet with the Board of Management if the child is to return.
9. In extreme cases expulsion may be recommended.

6.2. School's Responsibility for Student Welfare

Both the school and every teacher must uphold the student's welfare while implementing sanctions. This duty of care reflects the teacher's professional training, expertise, and knowledge. This obligation entails proper supervision of students throughout their time at school. Appropriate arrangements should be made to ensure adherence to child protection guidelines.

6.3. Students with Special Educational Needs

All pupils are required to comply with the Code of Behaviour. However, the school recognises that children with additional needs may require support in understanding certain expectations. All school staff will communicate and model school expectations on a consistent basis.

As part of the school's continuum of support a behaviour plan may be put in place in consultation with the parents, class teacher, support teacher and principal. In extreme circumstances, severe consequences may be required when the safety of other pupils is at risk.

Applying sanctions for behaviour outside of school premises

The principles and regulations outlined in this code of behaviour typically apply when

a student, even when outside of the school, remains under the school's responsibility. This includes scenarios such as school trips, extracurricular activities, and attendance at school-organized events. If a student is alleged to engage in serious misconduct outside school premises when not under the school's care, it must be determined that there is a direct connection to the school and a demonstrable impact on its functioning before the code of behaviour is enacted.

In complex situations, the school's Board of Management may need to seek legal counsel.

6.4. Examples of Very Serious Misbehaviour are:

1. Aggressive and intentional physical assault against another student, including actions like headbutting, weapon use, biting, deliberate kicking, or punching.
2. Use of abusive language or physical attacks on a teacher or staff member
3. Deliberate and extensive property damage to school, staff, or student belongings.
4. Persistent classroom disruption.
5. Extreme insubordination, including refusal to comply with instructions or adhere to the Code of Behavior's standards.

All the aforementioned instances of very serious misbehaviour may lead to suspension and/or expulsion.

6.5. Examples of Serious Misbehaviour are:

Acts such as cursing, kicking, spitting, fighting, head-locking, bullying, leaving the school or school yard without permission, and consistent violation of school rules within the yard, classroom, or school premises, as well as refusal to comply.

All the above-mentioned serious misbehaviours may result in suspension.

6.6. Misdemeanours

Occasional behaviours of concern within the classroom should be addressed by the class teacher immediately. Similarly, occasional concerning behaviour within the yard or school environment should be managed by the teacher on duty. Both instances will be handled in accordance with the Code of Practice for Building Relationships and Promoting Positive Behaviour

6.7. Suspension Protocol

1. At the principal's discretion, a first time serious misbehaviour may result in suspension or inclusion on a list for a one-month duration. This time offers the child an opportunity to reflect on and improve their behaviour.

2. Recurring serious misbehaviour will lead to suspension, with the length at the principal's discretion.

The duration of subsequent suspensions will be determined by the principal.

Persistent misbehaviours and suspensions will be brought to the attention of the Board of Management.

7. Suspension/Expulsion

Prior to imposing severe measures such as suspension or expulsion, the school will strive to engage in communication with parents through normal channels. The mode of communication, whether verbal or written, will be determined by the circumstances. A written letter will outline the gravity of the behavioral issue.

For severe misconduct or repeated instances of significant misbehaviour, suspension might be considered. Parents concerned will be invited to the school for a discussion regarding their child's case. Instances of aggressive, threatening, or violent behaviour towards a teacher or student will be classified as severe or gross misconduct.

In cases of recurring serious misbehaviour, the Chairperson of the Board of

Management (BOM) will be informed, and parents will be requested to meet with the principal. If assurances regarding future acceptable behaviour are not given by the parents, the pupil may face suspension. Before suspension, the Principal may, where possible, review the situation in consultation with teachers and relevant school community members. This review will encompass past misbehaviours, their patterns and contexts, employed interventions and sanctions, their outcomes, and pertinent medical information. Suspension will be carried out in line with the Rules for National Schools and the Education Welfare Act 2000.

In instances of serious misbehaviour, where maintaining order and discipline and ensuring pupil safety are paramount, the BOM may grant authority to the Chairperson or Principal to implement immediate suspension for up to 3 school days (unless in extraordinary circumstances where the principal deems it necessary to achieve a specific goal), pending discussions with parents. The BOM enforces a maximum 10-day suspension period for any single instance, unless special circumstances apply.

The authority to expel a student lies with the Board of Management of Scoil Mhuire. This authority, as a matter of best practice, remains within the purview of the Board of Management and is not delegated.

Following the guidelines outlined in "Developing a Code of Behaviour – Guidelines for Primary School" (National Education Welfare Board, 2008), the decision to propose the expulsion of a student necessitates serious grounds, such as:

- The student's behaviour is a persistent source of significant disruption to the learning of others or the teaching process.
- The student's continued presence poses a real and significant threat to other's safety.
- The student was responsible for causing substantial damage to property.

The grounds for expulsion might resemble those for suspension. However, in addition to factors such as the gravity and frequency of the behaviour, a crucial distinction is that, in cases of expulsion consideration, the school authorities have exhaustively attempted a series of other interventions and believe no further avenues remain to modify the student's conduct.

Expulsion for a First Offense:

There might be exceptional circumstances wherein the Board of Management deems it necessary to expel a student for a first offense. The types of behaviour that could warrant such a proposal, based on a single breach of the code, include (NEWB,2008 p 81):

- a serious threat of violence against another student or staff member.
- actual violence or physical assault.
- Supplying illicit drugs to other students within the school.
- sexual assault.

Expulsion might be contemplated in the most extreme cases, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before expelling a student, the Board must provide written notification to the Local Educational Welfare Officer, as stipulated by Section 24 of the Education Welfare Act.

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.

6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

Removal of Suspension (Reinstatement):

Subsequent to or during a period of suspension, parents or guardians may request the reinstatement of their child to the school. This request must be accompanied by a satisfactory assurance that the suspended pupil will adhere to the school code, and the Principal must be convinced that the pupil's return will not jeopardise their safety or that of other students and staff. If necessary, the Principal will facilitate the creation of a behaviour plan for the student and formally readmit the pupil to the class. The reintegration process will adopt a restorative approach, led by the classroom teacher. SET might provide support, and SCP might also offer assistance through programs such as "Check & Connect" or mentoring.

8. Bullying Incidents:

Bullying is defined as repeated verbal, psychological, or physical aggression by an individual or group against others over an extended duration. Common forms of bullying include aggressive physical contact, name-calling, intimidation, extortion, isolation, and taunting.

Aligned with the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Scoil Mhuire has embraced an anti-bullying policy within the overarching framework of the school's Code of Behaviour. This policy fully adheres to the Anti-Bullying Procedures for Primary and Post-Primary Schools published in September 2013.

The Board recognises the grave nature of bullying and its detrimental impact on students' lives. As a result, it is fully committed to the core tenets of best practice in preventing and addressing bullying behavior. Bullying will not be tolerated, and parents or guardians are expected to collaborate with the school in handling instances of bullying in accordance with the school's Anti-Bullying Policy.

9. Roles and Responsibilities:

Responsibilities of the Board of Management:

- Establish a secure and welcoming environment.
- Provide support to the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities:

- Foster a positive atmosphere in the school.
- Ensure the fair and consistent implementation of the Code of Behaviour.
- Facilitate the code's periodic review as needed.

Teachers' Responsibilities:

- Uphold and implement the school's code of behaviour.
- Cultivate and sustain positive relationships.
- Establish a safe learning environment for each student.
- Recognise and validate commendable work.
- Develop and assess students' assignments.

- Acknowledge and cater to individual abilities and distinctions.
- Display courtesy, consistency, and equity.
- Minimise opportunities for disruptive conduct.
- Address misbehaviour appropriately.
- Keep records of severe or recurrent misbehaviour.
- Extend support to colleagues.
- Engage with parents when required and furnish reports on shared concerns.

Pupils' Responsibilities:

- Attend school regularly and punctually.
- Listen to teachers and heed their instructions and advice.
- Display respect for all members of the school community.
- Show regard for school property and others' belongings.
- Refrain from actions that may endanger others.
- Abstain from offensive remarks, profanity, and name-calling.
- Include fellow students in activities and games.
- Bring appropriate materials and books to school.
- Abide by school and class regulations.

Parents/Guardians' Responsibilities/Code of Conduct:

Parents are expected to:

- Ensure their children's consistent and punctual attendance.
- Take an active interest in, support, and encourage their children's school work.
- Familiarize themselves with the code of behaviour and endorse its implementation.
- Instill in their children a sense of self-respect and respect for others and property.
- Collaborate with teachers when their child's behaviour poses difficulties for others.
- Communicate with the school regarding any issues affecting their child's progress or conduct.
- Provide students with suitable school supplies and ensure that the appropriate school uniform is worn.
- Interact courteously with pupils and staff.
- Arrange appointments with teachers or the Principal through the school office.
- Respect for school property and the encouragement of the same behaviour in their children is expected from parents. Parents are advised to label their child's coats and personal belongings. Pre-school children should be closely supervised while on the school premises.

As the Board of Management holds responsibility for the health and safety of both staff and students, parents are kindly asked not to approach or admonish other children on the school grounds.

Pupils and school staff deserve respect and a secure learning environment. Any visitors demonstrating disrespectful behaviour, such as confrontations, aggression, shouting, or the use of offensive language, will not be tolerated.

Before/After School:

Parents are reminded that school staff are not accountable for pupils before the official opening of the school gates at 8:50 a.m. or after the designated closing time of 2:30 p.m., except for cases where pupils are participating in an extracurricular activity sanctioned by the school and approved by the Board of Management. Students

involved in such activities are expected to adhere to the school's behaviour policy during these times. Further details can be found in the Arrivals and Dismissals Policy.

Communication with Parents:

Effective communication with parents is pivotal to maintaining a constructive approach when addressing children's concerns. Parents and teachers should collaboratively develop strategies to address specific challenges while sharing an overarching philosophy that can be implemented both at home and in school. A high level of cooperation and open communication is considered crucial in fostering positive behaviour within the school. Mechanisms and channels designed to facilitate robust communication among staff, and between staff, students, and parents, have been established and are subject to regular review. Parents are encouraged to communicate confidentially with teachers about any significant developments in a child's life that may impact their behaviour.

Methods of communication within the school include:

- Informal/formal parent-teacher meetings.
- Utilising the school's online communication platform - Class Dojo.
- Employing the children's homework journal.
- Exchanging letters/notes between home and school.
- Utilizing the school notice board.
- Distributing newsletters via the school's website, email, and Text A Parent service.
- Regular communication through the Home School Community Liaison teacher, and when appropriate, home visits will be arranged.

Health and Safety:

Health and Safety legislation necessitates that the school's Boards of Management, as

employers, establish a safe working environment for employees and take measures to ensure students, parents, and visitors on the premises are not exposed to risks. Furthermore, the Boards of Management are required to conduct their affairs in ways that prevent improper conduct or behavior likely to compromise safety and welfare.

Scoil Mhuire actively promotes parental involvement and communication as integral elements of the school's development and enhancement.

Parents seeking consultations with teachers are advised to schedule appointments. This can be organised through a note, Class Dojo, or the school secretary. Private meetings are preferred, as conducting consultations at the classroom door while supervising a class is impractical. Parent-teacher consultations should not take place within earshot of other pupils, parents, or staff, to ensure confidentiality. According to Circular Letter 40/97 to Boards of Management and Principals of National Schools, the practice of parents approaching classrooms directly during teaching time is discouraged, and access to teachers is on an "appointment only" basis in situations likely to provoke confrontation.

Notification of Pupil Absences:

Parent(s)/guardian(s) should follow these steps when notifying the school of a pupil's absence:

- Inform the school of the absence on the first day the pupil returns to school or in advance if possible.
- Provide the reason for the absence to the class teacher.
- Report the absence through the school journal, by calling the secretary, or messaging on Class Dojo.
- Share details about the absence's duration and reason.
- Certify significant absences due to illness.

Teaching the Code and Developing Student Competence:

Scoil Mhuire has explicitly defined the behaviours it expects from students. The school acknowledges its role in nurturing skills to help students manage and regulate their behavior, fostering apt responses to the behavior of others. By doing so, the school equips students with crucial life skills while creating an environment conducive to effective teaching and learning.

Communicating the Code of Behaviour:

Section 23(4) of the Education (Welfare) Act 2000 stipulates that parents must receive a copy of the code of behavior before their child is registered as a student. The Code of Behaviour is accessible to parents/guardians on the school website, and hard copies can be obtained upon request. The Act also permits the Principal, as a condition of registration, to request written confirmation from parents that they find the code acceptable and will make reasonable efforts to ensure their child complies with it.

Review:

The Policy is being implemented by all teaching staff, and ongoing developments for improvement will be discussed with all relevant stakeholders. The Principal and Positive Behaviour Committee will oversee the policy's progress, encourage and receive feedback on its implementation, and report findings to staff.

Review: September 2024