



Taunagh N.S., Riverstown, Co. Sligo.

071-9165605 office@taunaghns.ie

Uimhir Rolla: 13196R



# Code of Behaviour

## Introduction

This policy was updated in October 2010, by staff and parents/guardians (hereafter referred to as parents), in light of the National Education Welfare Board (NEWB) Guidelines for Code of Behaviour. It was reviewed last in March 2018 and is now revised on annual basis. Overall, the pupils in Taunagh N.S. are polite and well-mannered children who show a great deal of respect for staff members and their peers.

## School Vision

Taunagh N.S. is a parish school reflecting and promoting the ethos and characteristic spirit of the Church of Ireland. Through our Code of Behaviour, we hope to reflect this ethos and promote respect for staff and pupils and school property. We aim to provide a stable and secure learning environment for all students in the school to allow them work their full potential. Effective discipline helps to promote this environment.

## Principles underlining an effective Code

- This Code outlines the school's expectations for behaviour in the school. We hope to create a climate that encourages and reinforces good behaviour.
- We hope to create a positive and safe environment for teaching and learning.
- We hope to develop self-discipline in pupils based on consideration, respect and tolerance for others.
- We outline the efficient operation of the school and the structuring of in-class discipline so that there exists an effective and stimulating learning environment.
- The school Code places a greater emphasis on rewards than on sanctions. However, there are times when it may be necessary to impose sanctions in order to maintain good order and discourage offenders.
- We recognise the importance of the school community and a high level of cooperation is needed between all parties to maintain a positive working environment.

## Expectation for pupils

The following standards of behaviour reflect our values:

- Respect for themselves and others
- Kindness and willingness to help others – peers and staff
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving conflict
- Forgiveness

## Expectations of Parents

- Pupils and staff need a working environment which is conducive to learning and teaching. Parents can support the school and its staff by reading the Code of Behaviour and discussing the Code with their children.
- Parents are asked to model the behaviour children are asked to respect.
- The way in which parents and teachers interact will provide students with a model of good working relationships.

## **Complaints Procedure**

### **Stage 1**

1. A parent/guardian who wishes to make a complaint should firstly approach the class teacher with a view to resolving the complaint.
2. Where the parent/guardian is unable to resolve the complaint with the class teacher she should approach the Principal teacher with a view to resolving the complaint.
3. If the complaint is still unresolved the parent/guardian should raise the matter with the Chairperson of the Board of Management (BOM) with a view to resolving it.

### **Stage 2**

1. If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further she should lodge the complaint in writing with the Chairperson of the BOM.
2. The Chairperson should bring the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

**It would be envisaged that a complaint put forward by a parent/guardian would be resolved prior to stage 3. If this is not the case, it is the duty of the Chairperson to follow procedure outlined in stages 3, 4 and 5 of appendix 50 under Section 28 of the education Act.**

### **The following are the rules for pupils:**

- No illegal substances, cigarettes or alcohol are allowed on school premises, on outings or on tours.
- Mobile phones, cameras and any other personal electronic devices are not permitted on school premises, on outings or on tours.

### **Rules specifically for inside school:**

- Everyone must be able to work in a positive working environment.
- Respect all pupils, staff and visitors to the school.
- Use respectful language.
- Show consideration and be helpful to other pupils and adults
- Be a good worker and work to your potential.
- Concentrate on your work and complete it to the best of your ability.
- Respect the teaching time given to other classes in a multi-grade setting.
- Have all the materials you need for school.
- Complete homework fully and neatly.
- Be willing to tidy up and be responsible for your own and the school equipment.
- Walk carefully and quietly in the school.
- When going to another room remember to knock, enter and wait.
- Lunches should be healthy. Friday is a treat day.

### **Rules specifically for break times and outside:**

- Stay in the playground unless you have permission to leave.
- Include others in your play.
- Line up carefully at the end of playtime.
- Use play equipment properly and safely
- Return play equipment to storage at the end of break.
- Play suitable games – don't fight, tease or bully.
- Nobody should be frightened by silly behaviour likely to hurt or annoy others.
- Keep the school grounds clean and tidy.

Teachers and pupils will work together to discuss these rules and may further develop them through class rules.

### **School Absences**

Attendance at school is important for every child. If your child is unable to attend school for any reason you are required to inform the school in writing when your child(ren) return to school. Under the Education Welfare Act 2000 schools are legally obliged to report any absences of 20 days or more to the NEWB.

### **Promoting positive behaviour:**

The emphasis in our school is on promoting good behaviour. A variety of strategies will be used in each class. Some examples are:

- Verbal praise
- Written comments in copies and diaries
- Positive comment to parents
- Displaying of pupils work in school and on the school website.
- Stickers, stars, etc.
- Treats for good behaviour.
- Extra privileges e.g. no homework.
- Special prizes for topics, projects.

### **Sanctions**

Sometimes despite promoting positive behaviour children may break the rules. Strategies are put in place to discourage bad behaviour, which include:

- Verbal reprimand
- Removal from group (within the classroom)
- Communications with parents
- Recording incidents of bad behaviour
- Withdrawal of privileges
- Withdrawal from classroom
- Not being allowed to go on a school trip
- Report to the principal

- Report to the BOM
- Communication with BOM
- Suspension
- Expulsion

## **Suspension**

We have adopted the NEWB Guidelines for suspension and expulsion. Full information is available in chapters 10-12 of Developing a Code of Behaviour, Guidelines for Schools. The following is a summary of procedures.

### **Suspension is defined as**

*“Requiring the student to absent himself/herself from the school for a specified, limited period of school days.”*

Suspension should be a proportionate response to the behaviour which is causing concern. The decision to suspend requires serious grounds such as:

- the student’s behaviour having had a seriously detrimental effect on the education of other students.
- the student’s continued presence in the school at this time constituting a threat to safety.
- The student being responsible for serious damage to property.

**A single incident of serious misconduct may be grounds for suspension.**

### **Procedures:**

We use **fair procedures** when proposing to suspend a student. We:

- inform the parents;
- and give the parents and student a chance to respond.

If suspension is still decided upon, the Principal notifies the parent in writing of the decision to suspend. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
- The provision for appeal to the BOM or Secretary-General of the Department of Education & Skills (only where the total number of days for which the student has been suspended in the current school year reaches 20 days).
- Where the cumulative total of days reached is 6, the NEWB will be notified.

## **Expulsion**

The BOM of a recognised school has the authority to expel a student. As a matter of practise that authority should be reserved to the BOM and not delegated.

Expulsion should be a proportionate response to student's behaviour and so should only be taken in extreme cases of unacceptable behaviour.

### **Grounds include:**

- The student's behaviour being a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constituting a real and significant threat to safety.
- The student being responsible for serious damage to property.

**A single serious incident may be grounds for expulsion.**

### **Procedures (Fair procedures/right to be heard)**

- Detailed investigation carried out under the direction of the Principal (including contacting parents regarding behaviour, as with suspension)
- Recommendation to the BOM of the Principal's recommendation and the holding of a hearing.
- BOM deliberation and actions following the hearing (including informing NEWB. The student cannot be expelled before the passage of 20 school days from the date the Education Welfare Officer (EWO) receives the written notification.)
- Consultations arranged by the EWO (the BOM may consider suspending the student during this period if good order/Healthy and Safety is threatened by the presence of the student).
- Confirmation of decision to expel by letter to parents, including information on right to appeal (Section 29).

Parents may appeal an expulsion or a cumulative suspension of 20 days under Section 29 of the Education Act. The Section 29 form is available in the school or on the DES website.

After consultation with parents this policy was ratified and sanctioned by B.O.M. on 16<sup>th</sup> November, 2010. It was reviewed in March 2018 and is now reviewed annually by the B.O.M.

This policy will be reviewed again in April 2023 or beforehand if deemed necessary.

Signed: Chloe McGoldrick Date: 5<sup>th</sup> April 2022  
Principal

Hilda Shaw Date: 5<sup>th</sup> April 2022  
Chairperson