



## Code of Behaviour

### 1. Introduction

Here in Carbury School, we are very proud of the pupils in our school and the excellent standard of behaviour and rapport between pupils and staff. Our Code of Behaviour was developed in line with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools* (NEWB, 2008).

Staff members were consulted and a child-centred focus was fundamental to the development of this Code. Standards and rules contained in the Code of Behaviour apply in all school-related activities, including school tours, sporting events, extracurricular activities and all other school-related events.

### 2. School Ethos

Carbury School is a primary school reflecting and promoting the ethos and characteristic spirit of the Church of Ireland, Presbyterian and Methodist churches. The school seeks to uphold and express the doctrines, moral teachings, traditions, practices and customs of the above-named churches. This distinctive spiritual and moral dimension permeates the core values and daily life of the school. Tolerance and respect are core values which we endeavour to promote in all that we do as a school community.

### 3. Vision

Our ethos fully aligns with the vision of the *Primary Curriculum Framework* (2023) which outlines: ‘The curriculum aims to provide a strong foundation for every child to thrive and flourish, supporting them in realising their full potential as individuals and as members of communities and society during childhood’ (p. 5).

The purpose of a Code of Behaviour is the creation of a positive learning environment which promotes pupil wellbeing, motivation and achievement throughout the school. Every child has a constitutional right to an education and as such is entitled to a positive and respectful learning environment.

Our vision for our Code of Behaviour is as follows:

1. An atmosphere where each child can learn, play and feel safe.
2. A school where children are given an opportunity to develop their self-esteem and to put into practice positive attitudes towards themselves and others so that they will become caring and responsible citizens.
3. A happy, secure and ordered school where children can achieve their potential.
4. A structured learning environment where the behaviour of all ensures that the learning process is safeguarded.

## **4. Roles and Responsibilities**

As outlined in Ch. 5 'A Whole-School Approach to the Code of Behaviour' in *Developing A Code of Behaviour: Guidelines for Schools* (NEWB, 2008) Carbury School adopts a teamwork approach to behaviour and a whole-school approach to curriculum and classroom management.

### **4.1 Staff**

The staff of Carbury School is very much involved in reviewing and updating the Code of Behaviour. At staff meetings, issues around behaviour are addressed and effective strategies are shared. New members of staff are provided with the Code of Behaviour. Behavioural plans (drawn up in consultation with parents and Special Education Teachers) may be built into Support Plans if the need arises.

All class teachers fully implement Social, Personal and Health Education (SPHE) as part of the Primary Curriculum. A broad range of methodologies are used (e.g. circle time, role play, talk and discussion) to ensure all learning styles are catered for. The active learning methodologies nurture the development of many social and personal skills including communication, citizenship and conflict resolution skills. Our overall aim is to foster pupils' self-esteem and assertiveness.

Children devise their own class rules in conjunction with their class teacher. This is accommodated in SPHE time. School standards and rules are also highlighted with the children each year and when the need arises.

### **4.2 Board of Management**

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board of Management was involved in the review of the current code. It was supplied with a draft of the Code and amended as necessary.

The Board is very aware of procedures that are in place to deal with serious breaches of behaviour with particular reference to the procedures around suspension and expulsion.

### **4.3 Parents**

Carbury School encourages a very positive approach to cooperation between staff and parents. Parents can support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following ways:

- Ensure their children attend school regularly and punctually.
- Ensure their children wear neat and correct school uniform.
- Encourage their children to do their best and to take responsibility for their work.
- Be aware of and cooperate with the school's rules and system of rewards and sanctions.
- Attend meetings at the school if requested.
- Help their children with homework and ensure that it is completed.
- Ensure their children have the necessary books and materials for school.
- Provide an adequate and wholesome lunch for their children each day.
- Contact the school about any factors likely to affect or influence their children's behaviour or progress.

- Be familiar with this code which is available on the school website.
- Fully co-operate with the implementation of the Code of Behaviour.

#### **4.4 Pupils**

Pupils have a responsibility to adhere to the school standards as outlined in the Code of Behaviour. The following school standards are consistently communicated to pupils by all staff members as part of a whole-school approach:

1. Walk quietly in the corridors and on the stairs, always on the left-hand side.
2. Stand back in doorways/paths to allow adults to pass.
3. One voice at any one time and face the speaker.
4. Raise your hand to speak in group settings.
5. Use good manners.
6. Use kind words and gentle hands.
7. Be tolerant and value each person.
8. Respect each member of the school community.
9. Respect school property and the property of others.
10. Our pupils leave all mobile phones and personal smart devices at home.

In assembly, positive behaviour is affirmed. Other successes are celebrated which enhance the positive school climate and promote positive behaviour.

### **5. Positive Strategies for Managing Behaviour**

#### **5.1 Classroom**

Positive strategies that are used to effectively manage behaviour in the classroom:

- Behavioural expectations in each class are consistent with the ethos in our Code of Behaviour.
- Pupils have input in devising the class rules.
- Teachers ensure that pupils understand the standards of good behaviour.
- A clear system of acknowledging and rewarding good behaviour is in place.
- Staff members use a variety of activities and methodologies to sustain pupil interest and motivation.

#### **5.2 Playground**

Positive strategies used to promote good behaviour include:

- There is a dedicated play area for each class thanks to the use of staggered breaks. Each play area is supervised and there is a rota for supervision.
- SNAs assist with supervision duties on the yard and liaise with the supervising teacher/class teacher in the event of an incident or accident.
- On wet days pupils are supervised inside and suitable activities are arranged i.e. board games, jigsaws, drawing, reading, etc.
- Pupils assemble in lines in their own class groupings when the whistle is blown at the end of break. Staff members on supervision have access to an accident book and any relevant information is recorded in the book.

### **5.3 Systems for Acknowledging Good Behaviour, Progress and Effort**

Good behaviour is publicly recognised at school assemblies and at classroom level. Children may also be rewarded through the following list of actions which is not exhaustive: praise; reduction in homework, certificates, star of the week, treats/rewards e.g. extra computer time, small prize, position of responsibility in class, golden time, etc.

Good behaviour is highlighted at Parent-Teacher Meetings and in the End of Year Reports.

## **6. School Behaviour**

Every member of our school community will act with courtesy and consideration of others at all times. The overall responsibility for behaviour within the school rests with the Principal. Each teacher has responsibility for good classroom management. A pupil will be referred to the Principal for serious breaches of behaviour and for repeated incidents of misbehaviour.

### **6.1 Categories of School Rules**

There are two categories of school rules:

- **Category 1:** Rules which, if broken, constitute **misbehaviour**.
- **Category 2:** Rules which, if broken, constitute **gross misbehaviour**.

#### **Category 1: Misbehaviour**

Pupils are expected to:

1. Treat their peers and staff members with courtesy, respect and good manners at all times.
2. Walk inside the school building in a quiet and orderly fashion.
3. Work diligently and to the best of their ability.
4. Maintain a high standard of personal hygiene. Make proper use of toilets and keep tidy.
5. Respect school property and should not climb on furniture, radiators or walls.
6. Wear school uniform.
7. Follow all instructions given by members of staff.
8. Refrain from using inappropriate or hurtful language as it will not be tolerated.
9. Have the courage to always tell the truth. Honesty is always valued.
10. Consume all lunches and drinks at desks in classrooms. Leftovers must be taken home in lunch box. Glass bottles are not allowed with lunches.
11. Refrain from chewing gum. It is not allowed on school grounds.
12. Provide a note from parents in the event of late arrival, early departure or if homework is not completed.

#### **Category 2: Gross Misbehaviour**

1. Aggressive, threatening, bullying or violent behaviour to pupils and staff is forbidden.
2. Serious challenge to authority, i.e. aggressive, threatening or violent behaviour towards a teacher or member of staff.
3. Wilful damage or destruction to school property or other people's belongings.

### **6.2 Procedures for dealing with Repeated Misbehaviour or Gross Misbehaviour:**

Teachers may, at their discretion, keep a written record of instances of serious misbehaviour as well as a record of improvement in the behaviour of disruptive pupils.

If it is a gross misbehaviour, the pupil may be referred directly to the principal.

### **Steps to Address Repeated Misbehaviour**

Teachers will follow these steps when dealing with repeated misbehaviour:

1. Remind the pupil of the school/classroom rule in question.
2. Promote the desired behaviour in the classroom.
3. Praise and acknowledge the pupil when he/she follows the rules.
4. If the child receives three warnings in the same day, there will be a consequence as determined by the teacher.
5. Speak to the pupil on an individual basis. Highlight clear ways the pupil can improve his/her behaviour. Inform the pupil of the next step/consequence.
6. Move the pupil to a desk on his/her own in the classroom for a specified period.
7. Inform the pupil's parents of the behaviour.
8. Send home additional work to be completed/work not completed in school.
9. Referral to the principal.

### **Steps to Address Gross Misbehaviour – Referral to the Principal**

1. The principal will consider the behaviour in question and speak to the pupil individually.
2. The pupil's parents will be informed.
3. A solution-focused plan will be put in place in conjunction with the teacher.
4. Pupil may be asked to write a letter of apology.
5. Loss of a privilege in school or at home e.g. a trip/outing, use of iPads/laptops in school.
6. Loss of break time.
7. Time out of the classroom.

## **7. Communication**

All communication between parents and staff members is conducted in a respectful and professional manner. A child-centred and solution-focused approach is adopted by the school. All staff members prioritise the children's best interests and keep parents informed of any matters impacting their child's school life.

Parents may be contacted by phone to discuss any concerns or to arrange a meeting by the Class Teacher or the Principal.

In certain instances, the parents may be invited to come to the school to meet with the Class Teacher and discuss their child's behaviour. The Special Education Teacher working with the class may also be in attendance.

If it is warranted, the Principal may also request a meeting with the parents.

## **8. Suspension / Expulsion**

The Board of Management has devolved authority for suspension to a joint decision by the Principal and Chairperson of the Board. This decision will only be taken after exhausting all other possible options and following fair procedures.

### **8.1 Suspension**

- The decision to suspend a pupil requires serious grounds such as:
  - The pupil's behaviour has had a serious and ongoing detrimental effect on the education of other pupils.
  - The pupils' continued presence in the school at this time constitutes a threat to safety.
  - The pupil is responsible for serious damage to property.
1. For instances of gross misbehaviour, suspension may be considered.
  2. 'Suspension will be a proportionate response to the behaviour that is causing concern' (*Developing a Code of Behaviour: Guidelines for Schools*, NEWB, 2008, p. 71).
  3. Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Parents concerned will be invited to come to the school to discuss their child's case.
  4. 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.
  5. 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.
  6. Suspension will be in accordance with the *Rules for National Schools* and the *Education Welfare Act 2000*.
  7. 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.

## 8.2 Expulsion

A proposal to expel a pupil requires serious grounds such as:

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

Where expulsion is considered, school authorities must have tried a series of other interventions and believe they have exhausted all possibilities for changing the pupil's behaviour (*Developing a Code of Behaviour: Guidelines for Schools*, NEWB, 2008, p. 80).

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 will notify the Education Welfare Officer in writing in accordance with Section 24 of the *Education Welfare Act*. This is when a pupil is suspended for a period of more than 6 days. (sections 21 4a).

## 8.3 Appeals

Under section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education against some decisions of the Board of Management, including:

1. Permanent exclusion from a school and
2. Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in one school year.

## 9. Procedures for notification of pupil absences from school

The Education Welfare Act, 2000, Section 23 (2)(e) states that the Code of Behaviour must specify, “the procedures to be followed in relation to a child’s absence from school.” Section 18 stipulates that parents must notify the school of a pupil’s absence and the reason for this absence.

We encourage school attendance by:

- Creating a stimulating and attractive school environment.
- Adapting curriculum content and methodologies to maximise relevance to pupils.
- Making parents aware of the terms of the Education Welfare Act and its implications.
- When a pupil is absent, the parent/guardian states the reason for absence at the back of the homework journal and signs it. Parents may also notify the school electronically or by phone. The electronic roll is a daily record of attendance.
- Returns are made to the National Educational Welfare Board using the standard form on the website.

## 10. Reference to Other Policies

The following school policies are relevant to the Code of Behaviour:

- Acceptable Use Policy
- Admissions
- Anti-Bullying
- Child Safeguarding Statement and Risk Assessment
- Health and Safety Statement
- Mobile Phones and Smart Devices
- Special Educational Needs
- SPHE Policy
- Stay Safe Policy

## 11. Success Criteria

- Positive feedback from teachers, parents and pupils.
- Parents’ and visitors’ observation of positive behaviour in classrooms, playground and school environment.
- Pupils will feel content and safe in school.
- Pupils will be punctual and their attendance will be consistent.

## 12. Review of the Code of Behaviour

The Board of Management reserves the right to add to or amend this Code of Behaviour as deemed necessary. Periodic reviews will take place as per the School Plan. The Board of Management will inform the teachers and parents of any changes in a timely manner. This policy will be made available on the school website.

Signed: Linda McMahon Date: 14<sup>th</sup> September 2023  
Principal

Derek Whitcraft  
Chairperson of the Board of Management

## Appendix 1

### Overview of School Standards and Steps to Address Misbehaviour

School Standards	Steps to Address the Misbehaviour
<ol style="list-style-type: none"> <li>1. Walk quietly in the corridors and on the stairs, always on the left-hand side.</li> <li>2. Stand back in doorways/paths to allow adults to pass.</li> <li>3. One voice at any one time and face the speaker.</li> <li>4. Raise your hand to speak in group settings.</li> <li>5. Use good manners.</li> <li>6. Use kind words and gentle hands.</li> <li>7. Be tolerant and value each person.</li> <li>8. Respect each member of the school community.</li> <li>9. Respect school property and the property of others.</li> <li>10. Our pupils leave all mobile phones and personal smart devices at home.</li> </ol>	<p><b>Steps to Address Repeated Misbehaviour</b></p> <ol style="list-style-type: none"> <li>1. Remind the pupil of the school/classroom rule in question.</li> <li>2. Promote the desired behaviour in the classroom.</li> <li>3. Praise and acknowledge the pupil when he/she follows the rules.</li> <li>4. If the child receives three warnings in the same day, there will be a consequence as determined by the teacher.</li> <li>5. Speak to the pupil on an individual basis. Highlight clear ways the pupil can improve his/her behaviour. Inform the pupil of the next step/consequence.</li> <li>6. Move the pupil to a desk on his/her own in the classroom for a specified period.</li> <li>7. Inform the pupil's parents of the behaviour.</li> <li>8. Send home additional work to be completed/work not completed in school.</li> <li>9. Referral to the principal. If it is a gross misbehaviour, the pupil may be referred directly to the principal.</li> </ol> <p><b>Steps to Address Gross Misbehaviour - Referral to the Principal</b></p> <ol style="list-style-type: none"> <li>1. The principal will consider the behaviour in question and speak to the pupil individually.</li> <li>2. The pupil's parents will be informed</li> <li>3. A solution-focused plan will be put in place in conjunction with the teacher.</li> <li>4. Pupil may be asked to write a letter of apology.</li> <li>5. Loss of a privilege in school or at home e.g. a trip/outing, use of iPads/laptops in school.</li> <li>6. Loss of break time.</li> <li>7. Time out of the classroom.</li> </ol>