



Code of Behaviour and Relational Policy

Scoil Naomh Eoin, Clonmagadden Valley, Navan, Co. Meath.

Roll No. 20180Q

Scoil Naomh Eoin is a Catholic Primary School providing for the education of all children from the Navan area. "To Be the Best that you can be" has been the guiding principle of Scoil Naomh Eoin since it opened in 2003.

We aim to create:

- A school where all the children, staff and parents are valued and respected.
- A welcoming, happy, caring secure and challenging environment in which every person is able to develop to his or her full potential.
- A place where children are taught how to think rather than what to think.
- An environment where children can answer questions and question answers freely.
- To create a school that celebrates and cherishes diversity.

We focus on **building relationships** between children and staff and children with their peers to support **positive working and social relationships**.

We are ambitious for our children while understanding that each child's potential is unique to them.

In Scoil Naomh Eoin, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through our Code of Behaviour and Relational Behaviour policy (formally known as our Code of Behaviour), both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form.

Policy Statement

This policy is based on guidance from NEPS and has included input from pupils, members of staff, BOM, parents and carers. It follows on from established code of behaviour policies. This policy reflects good practice that exists in Scoil Naomh Eoin while examining our challenges.

This policy is for all staff, pupils, parents and carers, Board Members, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/ carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that support the social, emotional and mental health of the whole school community. We acknowledge that members of the school community will have very different experiences and views on behaviour. However, the aim of our Relational Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Scoil Naomh Eoin treats all children with **unconditional respect** and has **high expectations** for both adults' and children's learning and social behaviours.

Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Aims

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving. We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect.
- Our school ethos builds relationships by recognising every child, building self-esteem and self-awareness.

In devising this policy (code), consideration has been given to the particular needs and circumstances of the school.

Every effort will be made by all members of our staff to adopt a positive relationship approach to the question of behaviour in the school. The policy/code offers a framework within which positive

techniques of motivation and encouragement are utilised by the teachers. During our review in 2023 we outlined the following as being good practice in existence our school.

Relationship with Staff.

We find that a good relationship with our staff is key. By staff speaking to children in a respectful way it creates a culture of respect. Every morning the children are welcomed to school by a member of staff.

Our Snas and project workers play a crucial role in building a rapport with the children. Sometimes when the child is not 'School ready' they are taken by a SNA, Project worker or SET teacher who uses **PACE** techniques to regulate the child.

PACE- :Playfulness, Acceptance, Curiosity and Empathy.

One Key Adult

For certain children we operate a 'one key adult' system. This is where we identify an adult who will work alongside a child. This relationship is crucial as it can allow a skilled adult to intercept unwanted behaviour before it occurs or to help regulate an upset child.

Rewards V Sanctions

The school places greater emphasis on rewards than on sanctions, in the belief that this will, in the long run, give the best results. The school recognises the variety of differences that exists between children and the need to accommodate these differences.

Home and School Links

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents.

Parent Communication

In the belief that the most effective schools tend to be those with the best relationship with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but when they have behaved particularly well

The preferred first point of communication **with parents/carers will be verbal . This may be followed up by letter/email**. The parents concerned will be invited to come to the school to discuss their child's case. For gross misbehaviour, or repeated instances of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour towards a teacher will be regarded as serious or gross misbehaviour, depending on circumstances.

DFL

The school follows the Discipline for Learning (DFL) system of positive discipline, where the emphasis is on recognising and affirming the pupils who behave well, rather than taking up a lot of time correcting and reprimanding the small minority of children who behave badly. The pupils must follow the school and class rules.

Teachers will keep a record of all instances in the classroom or on the yard, of serious misbehaviour, as well as a record of improvements in the behaviour of disruptive pupils. Major instances will be kept in the **Critical Incident Book** kept in the Principal's Office. Before resorting to serious sanctions, e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage, rather than a last resort.

Restorative practice

Restorative Practice is based upon the explicit promotion and enhancement of skills such as the ability to empathise and to find solutions to issues that may arise between individual or groups.

Serious Misbehaviour

Where there are repeated instances of serious misbehaviour, 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. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of **Rule 130(5) of the Rules for National Schools**.

In the case of gross misbehaviour, the Board shall authorise the Chairperson or Principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with Rule 130(6).

Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, e.g Springboard, Tusla, NYPD or School Completion.

All members of staff have been involved in planning this code. A copy of this code is available on request to all parents.

Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

This policy links to the following other policies we hold in school:

- SPHE Policy • Anti-bullying Policy • Child Safeguarding Statement • Restraint Policy

Roles and Responsibilities:

Maintaining good behaviour is the responsibility of all **staff**, children and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life. Every member of the school community has a role to play in the implementation of this policy/code.

The overall responsibility for discipline within the school rests with the Principal, Mr. Lydon. However, each teacher has responsibility for the maintenance of discipline within his/her classroom, while sharing a common responsibility for good order within the school premises. A pupil will be referred to the Principal for serious breaches of discipline and for repeated incidents of minor misbehaviour.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

General Guidelines for Positive Behaviour

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free at all times.
3. Pupils are expected to take pride in their appearance and to wear the correct school uniform at all times, to have all books and required materials and to be in the right place at the right time.
4. Mutual respect is expected at all times
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.
6. Pupils are expected to have age appropriate, neat hairstyles in school. Boys should not have piercings and girls should only wear stud like earrings, for health and safety purposes
7. Mobile phones are not required by any pupil during school hours. The phone in the school office is available for use if a child is unwell or should a parent need to be contacted during school hours. No child should have mobile phones or equipment on them for the recording of voices or images in the classroom or on the school grounds during school hours. Any such equipment shall be taken from the pupil and a parent will have to contact the Principal to arrange for its' collection.

Bullying

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated

and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy. (see **School Anti-Bullying Policy**).

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The **D.F.L.** places a strong emphasis on recognising and affirming the children who behave well.

Strategies/Incentives

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.

The D.F.L. rewards for changing behaviour may involve

- Star Chart
- Merit Marks – House Points
- Commercial Stickers
- Stamps in stamp books
- School Produced Certificates
- Golden Book (kept in Principal's Office)
- Trips
- Responsibilities – class leader, messages etc.
- Letters to Parents
- Homework or computer pass
- Class party with treats.

D.F.L. incentives

Senior End- Compliments

Junior End- Class Systems

Principals Award

School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. The school also uses the **D.F.L. (Discipline For Learning)** method of behaviour monitoring. A copy of this is available to all parents. If

a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. Scoil Naomh Eoin's **school rules** are as follows:

1. On the line at ten to nine, with homework and uniform all looking fine.
2. Loud talk, quiet talk, no talk at all, know when, know where, know why.
3. Expect respect in all you do, treat others as you would wish them to treat you.
4. Play fair in the yard, include everyone: no name calling, no bullying, let everyone have fun.
5. Be the best that you can be, walk carefully, walk slowly, say excuse me and please.

Before/After School

Parents are reminded that the staff of the school or the school *does not accept responsibility for pupils before official opening time of 8.50 a.m. or after the official closing time of 1.30 p.m. (Junior Infants) 2.30 p.m. (First – Sixth Classes)* except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Policy/Code is implemented in a fair and consistent manner.
- Arrange for review of the Policy/Code, as required.

Teacher's Responsibilities

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good behaviour.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal as they feel appropriate with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.

- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Wear the correct school uniform at all times.
- Follow school and class rules.

Parents/Guardians' Responsibilities

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's work.
- Be familiar with the Code of Behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Suspension/Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil during school hours for detention, parents will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, 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. 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. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the **Rules for National Schools and the Education Welfare Act 2000**.

In 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.

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 shall notify the **Local Welfare Education Officer in writing in accordance with the relevant sections of the Education Welfare Act.**

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Discouraging Misbehaviour

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may involve any of the below:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work.
- Loss of privileges.
- Detention during break.
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (**in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000**).

Effective reprimands for the D.F.L. are:

- Gain attention
- Name unwanted behaviour
- Refer to desired behaviour
- Consequences
- Move on.....

The D.F.L. sanctions for misbehaviour are as follows:

- STEP 1 - **one X** against name
STEP 2 - **second X and** initials on board

- STEP 3 - time out *in own* class away from other pupils
- STEP 4 - removal to *another* class
- STEP 5 - consequence sheet/Principal's Office
- STEP 6 - Parental Involvement

At the teacher's discretion, any or several of the above steps may be omitted and steps jumped for serious misbehaviour and misdemeanours.

Policy Review Process

This policy was reviewed in December 2023 and will be reviewed in 2027 or if the need arises.

Signed:

_____ Date: _____
School Principal

Signed:

_____ Date: _____
Chairperson, Board of Management