



## Citywest & Saggart Community National School

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# Code of Behaviour

## Introduction

All schools have a responsibility to devise a Code of Behaviour to promote positive behaviour and to allow the school to function in an orderly and harmonious way. A Code of Behaviour is necessary to enhance the learning environment where children can make progress in all aspects of their development.

This policy was originally drawn up, and subsequently reviewed on a regular basis, by the principal, deputy principal, special duties post holder and classroom teachers. It was posted in draft format on the school website for consultation with the parents. It was also made available in the administration office in draft format for any parent to view it. It was then reviewed and ratified by the Chairperson of the Board of Management. There may be occasions where it is deemed necessary to review the code of behaviour as situations arise. This is due to the developmental nature of the school.

## Vision

Citywest and Saggart Community National School is a multi-denominational school which welcomes pupils from all backgrounds. Our school aims to provide a happy, secure and friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. We hope to foster this ideal in cooperation with our parents/guardians. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. It is hoped that this policy reflects our ethos of respect for diversity, inclusion and partnership with parents and our community.

We ask our parents/guardians to sign a code of behaviour on enrolment as a commitment to helping their child to adhere to the school rules and the overall development of a harmonious school environment. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school. Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day-to-day responsibility for behaviour rests with the principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

## Aims

The aims of the Code of Behaviour are:

- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote self-esteem and positive relationships.
- To encourage consistency of response to both positive and negative behaviour.
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others.

- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.
- To ensure that the school's expectations and strategies are widely known and understood through the school website, availability of policies and an ethos of open communication.
- To encourage the involvement of both home and school in the implementation of this policy.

## Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet*'.

## Policy Considerations

### School Rules

1. We show respect for self and others.
2. We show respect for our own property and the property of others.
3. We show respect for other students and their learning.
4. We are kind and willing to help others.
5. We follow instructions from staff immediately.
6. We walk quietly in the school building.
7. We show courtesy and good manners.
8. We use respectful ways of resolving difficulties and conflict.
9. We ask permission to leave the classroom/school.
10. We leave our mobile phones switched off in our bags and do not use them until after we have left the school grounds.
11. We leave smart devices at home and do not bring them into school.
12. We don't call another child any name that is hurtful to them
13. We don't purposefully exclude another child from a game or group
14. We don't touch another child or adult in a way that is hurtful or that makes them uncomfortable
15. We understand that wearing make-up and/or dangerous jewellery is against the school rules.
16. We wear our correct school uniform with pride.
17. We do our best in class
18. We take responsibility for our own work
19. We follow our Healthy Eating Policy.
20. We wear peaked hats during sunny weather and leave our non-prescriptive sun glasses at home.

These can be summed up as 6 Golden Rules:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.

3. We are honest. We tell the truth.
4. We are kind. We do not call others hurtful names.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

These 6 "Golden Rules" are the main rules used in the school. Rules apply during school-time and during all school related activities. The school rules should be displayed in every classroom and in the P.E. hall, library and playground (foyer and staff room windows) so that they can be referred to as required.

## Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based on the 'Golden Rules'. Class rules should be kept to a minimum and are devised with regards for the health, safety and welfare of all members of the school community. All rules should emphasise positive behaviour (e.g. 'Walk' and not, 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual needs.

## Reward System

Staff at Citywest and Saggart CNS aim to help children achieve their personal best and thus prepare them for further education, life and work. Our reward systems seek to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work. Reward systems vary from class to class and may change as the teacher deems appropriate throughout the year.

The following are some samples of how praise may be given:

- A quiet word or gesture to show approval
- A visit to another member of staff or to the principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Certificate or reward awarded at class or school level

From 1<sup>st</sup> class onwards, the school uses Golden Time as a whole school reward system. The basic principle of Golden Time is that if pupils can control their own behaviour and learning in a positive way, they will be consistently rewarded for their efforts. Every classroom should have a suitable Golden Time display which they use to indicate how many minutes of Golden Time each pupil has. (Please refer to Golden Time Statement Appendix 2)

## Unacceptable Behaviour

Three levels of misbehaviour are recognised: minor, serious and gross. All everyday instances of a minor nature are dealt with by the class teacher, or other supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents/guardians will be involved at an early stage and invited to meet the teacher and the principal to discuss their child's behaviour.

Examples of minor misbehaviour, which will normally be dealt with at class level, include:

- Bringing in chewing gum
- Bringing in toys or other items without permission
- Running and/or being boisterous in the school corridor and/or classroom
- Wearing make-up, dangerous jewellery or non-prescription sunglasses to school
- Not following instructions
- Behaviour that interferes with teaching and learning

- Inappropriate responses to teacher correction e.g. ignoring, back answering etc.

Examples of serious misbehaviour, which may require parents/guardians and principal's involvement, include:

- Behaviour that is intentionally hurtful to another student or a member of staff
- Threats or physical hurt to another person
- Damage to property
- The use of electronic equipment or mobile-phones in school
- Continued and repetitive inappropriate responses to teacher correction
- Throwing items around the classroom in an aggressive way
- Identity-based name calling that is used in pejorative way
- Touching another child or adult in a way that is hurtful or makes them uncomfortable
- Using disrespectful ways of resolving conflicts and difficulties

Examples of gross misbehaviour, which will include parent/guardian and principals, include:

- Assault on a teacher or pupil
- Serious damage to property
- Bringing dangerous equipment to school
- Leaving classroom/school/school activities without permission
- Bullying/cyber-bullying
- Carrying drugs, alcohol, cigarettes
- Posting or endorsing comment online about any member of the school community
- Sending group text messages or group private messages which are hurtful to another child, including writing hurtful messages on Google Classroom
- Persistent cause of significant disruption to the learning of others or to the teaching process

The above is not an exhaustive list of examples of minor, serious and gross misbehaviours. The teacher and/or Principal will have the ultimate authority on what constitutes a misbehaviour and how a misbehaviour is classified.

## Recording Behaviour

At Citywest and Saggart CNS, we maintain strict record keeping measures to ensure the safety and appropriate management of behaviour in our school. The following are measures we have in place to ensure that this happens.

- Incidents on yard - Each teacher on yard duty has the responsibility to record any incidents relating to the inappropriate behaviour of pupil(s) in their personal yard book. They must also inform the relevant class teacher(s) of the incident as soon as possible, who will then make contact with the child's parents/guardians if necessary. The teacher on yard is responsible for recording any incident that they witness or that is reported to them during yard times on Aladdin and must attach the record to any pupil involved or affected by the incident.
- Incidents during class time - teachers will record incidents which they deem to be inappropriate on Aladdin and make contact with relevant parent(s)/guardian(s) if necessary.
- The principal is responsible for ensuring they monitor the documented reports on Aladdin at all times.

## Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour

- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

Communication with parents/guardians must begin at point 7 at the latest.

1. Praising the positive behaviour of other pupils in the class
  2. Teacher operating from an area in close proximity to the pupil that is misbehaving
  3. Non-verbal warning (e.g. making pupil aware that you can see their behaviour)
  4. Verbal warning including advice on how to improve behaviour
  5. Warning card
  6. Loss of privileges
    - Infants – temporary separation from peers. One minute for each year that the child has been born i.e 5 years = 5 minutes
    - 1<sup>st</sup> class upwards – lose 5 minutes of Golden Time
  7. Temporary removal to another class. The child is given work to continue in another classroom.
  8. Refer to principal
  9. Principal communicates with parents
  10. 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\_
- Communication with parents/guardians must begin at point 7 at the latest.**

## Individual Behaviour Plans

If a child is not responding positively to class supports in relation to his/her behaviour, the teacher will begin the process of drawing up a behaviour improvement plan. This will be a personalised plan to meet the needs of the individual child and will be formulated in conjunction with the parents/guardians and the child.

In the event that an individual Behaviour Plan is put in place and there is no marked improvement in the pupil's behaviour, the following steps will be taken:

- The teacher will meet with the child's parents/guardian again
- If there is no improvement in the child's behaviour following the second parent/teacher meeting, the parent/guardian will be called to meet with the principal where the situation will be discussed in detail. Guidelines will be drawn up for future behaviour in the school and playground. Very occasionally, this may include a request from the teacher/principal that the parent/guardian of the child supervise their child in school or during a school outing. Regular meetings between the parent/guardian and the principal will occur until there has been a noticeable improvement in the child's behaviour.
- The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child's behaviour be deemed to be unacceptable.
- If a parent refuses to meet with a class teacher the matter will be referred to the principal. Any refusal to meet with the principal will automatically be referred to the Board of Management and will be regarded as a serious breach of cooperation in our school behaviour policy.

## Field Trips

If a child's behaviour is considered to be a health and safety risk to themselves or others, they will not be permitted to go on field trips. In addition to this, school trips may also be used as a sanction for continuous misbehaviour if deemed appropriate by class teacher and management.

## Suspension and Expulsion

If a child's behaviour does not improve despite the appropriate measures as detailed above being put in place, or when a gross misbehaviour occurs, suspension and/or expulsion may be deemed appropriate.

### Suspension

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

Where there are repeated instances of serious misbehaviour, the chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the principal and/or the chairperson. If the parents/guardians do not give an undertaking to support the school in trying to bring about modification in the child's behaviour, suspension of the pupil for a period of time will be considered.

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 has authorised the principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Prior to any suspension, where possible, the principal will 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. Procedures for suspension will be followed according to the national guidelines Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, p.66-68 and p.70-78.

The Education Welfare Officer will be informed if a child is suspended for a period of 6 school days in a row and/or if a child has been suspended for an aggregate of 20 days in a school year.

### Removal of Suspension

Following a period of suspension, a meeting will be held between the principal, relevant staff, parent(s) and child. The purpose of this meeting is to ensure the successful reintegration of the child to the school and provide supports where needed. 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 relevant teacher will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

After all periods of suspension a clean slate policy will be enacted.

### Expulsion

Expulsion may be considered in an extreme case of gross misbehaviour or in the event of repeated suspensions, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act. Procedures for expulsion will be followed according to the national guidelines Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, p.66-68 and p.70-78.

## Children with Special Needs

All children are required to comply with the code of behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, SEN teacher, principal and Inclusion Support Assistant where relevant. The school will work closely with parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be analysed and sought if appropriate.

Peer support may be used in certain circumstances. This is when the children in the class or school are taught strategies to assist a pupil with special needs adhere to the rules. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

## Communication with Parents/Guardians

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Parents/guardians are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour. This communication should be in keeping with the school's communications policy.

## Implementation, Review, Ratification & Communication

The Board of Management of Citywest and Saggart Community National School supports the Code of Behaviour. This Code of Behaviour will be reviewed formally biannually or sooner if deemed necessary by the Principal and/or the Board of Management. As with all our policies, parents have access to this policy on our school website and on request to the school office.

*Ratified by the Board of Management on:* \_\_\_\_\_  
*Date*

*Signed by:* \_\_\_\_\_  
*BOM Chairperson*

## Appendix 1: Code of Behaviour for Parents

Parents/Guardians are expected to:

- Cooperate with and support the teacher/school as much as possible to ensure their child behaves in accordance with school expectations
- Never approach or reprimand another person's child on the school premises
- Never use aggressive, threatening or violent behaviour towards a staff member or pupil
- Ensure their children attend school and are punctual
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be courteous towards pupils, staff and other parents
- Make an appointment to meet with a teacher/the principal through the office or via e-mail
- Wait in an orderly fashion when collecting children from the classroom (wet days/Junior Infants)
- Respect school property and encourage their children to do the same
- Strictly supervise their children, when on school grounds.
- Not allow their children access to the school yard in the morning before a teacher arrives at 8.40 a.m. for supervision.
- Supervise vigilantly their children's use of technology at home in order to ensure that they are not engaging in or victim of inappropriate online behaviour. Posting of derogatory comments or endorsing such comments on social networking websites(including Google Classroom) are seen as inappropriate behaviour. Please refer to the Internet Safety Guide from Zeeko on our school website for further information.
- Approach staff members directly in relation to any issue that may arise as opposed to approaching another parent about the issue
- Drive carefully in and around the school environment. Please drive below 10 km per hour.
- Park responsibly in a designated car park space only. Only permit holders are permitted to park in the bays in front of the school.

When enrolling in the school parents are asked to sign the Policy Acceptance form included this Code of Behaviour Policy and this Code of Behaviour for parents. By signing our Policy Acceptance Form, you are agreeing to make every effort to support the school in line with our Code of Behaviour. If you have any questions in relation to the Code of Behaviour, please refrain from signing it until you have clarification. You can visit the school at any time to ask questions about any of our policies, all of which are available in our office.

## Appendix 2: Golden Time Statement

Golden Time is a reward system that is in keeping with our Positive Behaviour Policy. The basic principle is that if pupils can control their own behaviour and learning in a positive way, they will be consistently rewarded for their efforts. The Pupil Council will consult the classes every term to create a list of suitable Golden Time activities.

### ***Our school's Golden Rules are:***

1. We are gentle. We do not hurt people.
2. We are kind and helpful. We do not hurt anybody's feelings.
3. We listen. We don't interrupt.
4. We are honest. We don't cover up the truth.
5. We work hard. We don't waste our own or others' time.
6. We look after property. We don't waste or damage things.

The school rules should be displayed in every classroom and in the gym hall, library and playground (foyer and staff room windows) so that they can be referred to as required. Every classroom should have a suitable Golden Time display which they use to indicate how many minutes of Golden Time each pupil has. Printable and editable resources are available in the Golden Time folder on the Drive.

### ***Signing Up Process***

Every child begins the week with thirty five minutes of Golden Time which they will receive as a reward on Friday afternoon for following the school rules. It is up to each year group to decide whether to host Golden Time collectively (i.e. a different activity in each class and children sign up to a particular class) or host it in their own class for their own class group.

### ***Breaking Golden Rules***

If a child breaks a rule, they should receive a **verbal warning**. The teacher should clearly identify the child and ensure the pupil understands which rule they are breaking. If the child continues with the behaviour or breaks another rule, they should receive a **warning card** which should remain on the pupil's table until the end of the day. If the child continues to break the Golden Rules, they will **lose Golden Time in five minute intervals**. Golden Time **cannot be earned back** once it is lost. The teacher should complete a template letter clearly stating the rule(s) which was broken and how much time is lost.

### ***Lost Golden Time***

- If a child loses less than 15 minutes of Golden Time, they should attend their chosen activity with their Lost Golden Time letter and sit out of the activity for the specified time.
- If a child loses 15 minutes or more of their Golden Time, they should meet the principal in her office where they will write an explanation or draw a picture to their parents explaining their behaviour. The class teacher must inform the principal of a pupil losing more than ten minutes of Golden Time as soon as possible. It is also the class teacher's responsibility to inform the relevant infant teacher of the child's location. In the event that the principal is out of school, an SEN teacher will cover this role. The rota for this is on the white board in the staffroom.

The Lost Golden Time Letter should be sent home with every child that loses Golden Time for their parent/guardian to sign. This letter should be returned to the class teacher on the following Monday. Class teachers should file these for their records.

### ***Emergency Medication***

Class teachers have the responsibility to make sure any teacher covering their class for Golden Time is aware of any child who has emergency medical needs, what these needs are and what the management of these needs involve.

### ***Short Weeks***

For weeks that end on a day other than Friday, class teachers will be responsible for coordinating Golden Time in their classrooms at a time that is convenient for the class.