Scoil Phóil Naofa,
An Uaimh,
Co. na Mídhe.
C15 V067
046 9028754
046 9072441
Email: info@stpaulsschool.ie
Roll no: 19671F

Code of Behaviour Policy

INTRODUCTION

This Code of Behaviour was reviewed in January 2024, having been drawn up in partnership with the school's Board of Management, teachers, staff and parents.

The pupils of St. Paul's Primary School, Navan have a very good reputation for the excellence of their behaviour and the school is very proud of its reputation in this regard. Parents/Guardians can be justifiably proud too of their children and how they conduct themselves. The purpose of the following Code of Behaviour Policy is to ensure that together, school and home maintain these high standards so that children are safe and happy in their school environment.

AIM OF PRIMARY EDUCATION

Aims and Philosophy
Teachers, in partnership with parents and the Board of Management, aim to provide a safe, caring, happy, disciplined environment where:

a) Children's self-esteem/ positive self-acceptance, self-confidence, initiative and creativity can be nurtured.

b) Each child can be educated without intimidation, ridicule or interruption.

c) Teachers can conduct their classes without having to constantly correct disruptive or non-cooperative pupils.

d) All members of the school community treat each other with dignity, courtesy and mutual respect.

e) A safe school environment for all members of the school community is ensured

All partners in the school community Board of Management, teachers, parents and pupils have a role to play in the successful implementation of the school code of behaviour.

AIMS OF A CODE OF BEHAVIOUR

1. To create a safe, secure and positive learning environment in which every pupil can benefit from the school.
2. To enable pupils to become more self-disciplined and to encourage good standards of behaviour.
3. To ensure the school can operate smoothly and safely for the benefit of all.
4. To care in a practical way for pupils, staff, the school and its environment.

GENERAL GUIDELINES FOR BEHAVIOUR

All pupils are expected to behave in a responsible manner, both to themselves, and to others by showing consideration, courtesy and respect for other pupils and adults at all times.

Respect shall be shown to everyone at all times.

Respect shall be shown for all property at all times.

CODE OF BEHAVIOUR

Our Code of Behaviour relates to all in-school activities, as well as to all activities during which pupils are representing the school, whilst away from the school campus.

The Code of Behaviour focuses on and/or refers to:

- Behaviour in the class
- Behaviour in the playground
- Behaviour in the school environment
- Children with Special Educational and or Behavioural Needs
- Anti-Bullying and Anti-Cyber Bullying
- Leaving the Premises
- School Outings
- Rewards
- Sanctions

CODE OF CLASSROOM BEHAVIOUR

1. Have respect for yourself, other pupils and their property.
2. Follow instructions promptly.
3. Be on time ; Don't waste time
4. Move calmly and safely around the school environment or when on school outings.
5. Raise hand and wait for attention and show respect to the person who is speaking.
6. Have fun at playtime. Consider other people and the school environment.

BEHAVIOUR IN THE PLAYGROUND

- Only games which ensure the safety of all are permitted.
- Pupils are expected to have respect for the person and property of others.
- Pupils are expected to comply with the instructions of teachers and SNAs on yard duty during break times.

- Pupils are only permitted to re-enter the school premises during break with the teacher's permission.
- Pupils are forbidden to climb walls, fences, gates or other structures.
- Bad language will not be tolerated in the playground or anywhere on school premises.
- Pupils must remain in their appropriate designated area in the playground.
- Report all accidents and serious incidents to the teacher on duty and / or classroom teacher.

BEHAVIOUR IN THE SCHOOL ENVIRONMENT

- Pupils are expected to move about the school in an orderly manner.
- No pupil may enter the school playground before 8:25 a.m. unless authorised by a teacher to do so.
- Pupils shall not remain on the school premises after school activities are finished without a teacher's permission.
- Smoking, drinking, vaping or substance abuse on school grounds are prohibited.
- Pupils are encouraged to create and maintain a litter-free environment.
- Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.
- Pupils with bicycles and scooters shall walk at all times within the school grounds.
- All pupils are requested to use the sidewalk leading to the entrance gate.

CHILDREN WITH SPECIAL/ADDITIONAL EDUCATIONAL and/or BEHAVIOURAL NEEDS

Many children with additional needs come to school with behavioural support already in place. However, the requirements of many other children with additional needs may only become evident as they get older. Part of the successful implementation of our Code of Behaviour is ensuring a better understanding, among our school community, of additional educational needs, including challenging behaviour and its root causes.

Challenging behaviour can be displayed by any child, even those without additional educational needs. Often, while the challenging behaviour can be very obvious, the educational or personal needs that are hidden behind the behaviour may not. Every effort will be made to deal with children with additional educational/behavioural needs fairly through the school's Code of Behaviour. Some children may require an individualised approach to dealing with challenging behaviour and this approach will be monitored, in consultation with parents, by means of a Behaviour Continuum. Availing of clinical and therapeutic services outside school may need to be considered in some cases.

Should a physical intervention be required to prevent injury to a pupil themselves, and or others in the class, staff who are trained in the use of Crisis Prevention (CPI) previously known as Management of Actual and Potential Aggression (MAPA) may use CPI techniques as required. All disengagements are recorded.

Class teachers and specialist personnel (such as the Special Education Teachers & Special Needs Assistants) will collaborate to ensure that standards and rules are communicated in a way that pupils with additional needs can understand. For some pupils, visual prompts or

pictures may be needed. Some pupils may benefit from observing the rules being modelled by peers.

All pupils at St. Paul's Primary School are subject to the sanctions in the Code of Behaviour. These will be adapted for pupils with additional educational/behavioural needs on a case-by-case basis. Teachers will take particular care to ensure that these sanctions help the pupil with special needs to understand clearly the purpose of the sanction and the reason(s) why their behaviour is unacceptable. It is important to note that every day is a fresh start for pupils and staff.

Anti-Bullying (including Cyber Bullying):

Refer to separate AUP Policy which refers to appropriate behaviour online, ban on mobile phones/smart watches with recording devices in school, cyber bullying, etc…

Presentation of Self & Presentation of Uniform Policy
As part of our D.F.L. Policy it is stated that:

- Haircuts are no lower than a no. 3 blade/ no designs or shapes cut into the scalp including different defined levels or comb overs.
- Dying, gelling, colouring hair or hair extensions are not permitted for girls or boys.
- Girls may wear just one pair of neat earrings—no other ring piercing is permitted. Boys are not permitted to wear earrings in school. No chains or bracelets to be worn outside the uniform. These rules are for children's safety.

LEAVING PREMISES FOR ANY REASON

For security and safety reasons, pupils are not permitted to leave the school premises, during school hours, unless there is a prior arrangement/ notification to the school and they are collected by their parents/guardians. Pupils shall only be released during school hours for appointments and must be signed out in the Office by parents/ guardians upon collection.

SCHOOL OUTINGS

The school has a policy on outings. Children are expected to behave as they would in school.

MAINTAINING GOOD BEHAVIOUR

Rewards

Encouraging high standards of behaviour among pupils, as well as creating and maintaining an orderly atmosphere for learning in the school, will involve the use of praise and rewards for good behaviour. Positive behaviour will be encouraged at all times. This may take the form of pupil of the week', stickers, certificates, stars, etc. but we would aim ultimately to

motivate children to behave well without the need for such interventions The aim of modelling, reinforcing and encouraging good behaviour is that it supports and leads to effective teaching and learning.

At the beginning of each school year teachers and pupils will decide on the class rules for their class. This code will be premised on 'Kind Words, Kind Hands, Kind Feet' and will include the following:

- Be kind to each other
- Listen to each other
- Share
- Take turns
- Respect school property
- Keep your hands and feet to yourself

Parents will discuss this Code of Behaviour with their children. On enrolment, they will confirm that the Code of Behaviour is acceptable to them and that they will make all reasonable efforts to ensure that their child is compliant with this code.

RESTORATIVE PRACTICE

In an aim towards educating pupils about how their behaviour has positive and negative effects and consequences for themselves and others, the school takes a restorative practice approach to problem-solving when things go wrong.

Restorative practices askes pupils to reflect on the following questions:

1. What happened?
2. How did my actions or words affect other people/property?
3. How can I change my words and actions so that I don't hurt others/destroy property?
4. How can I be more of a positive role model in my class group?

At Stage 2 of sanctions, where appropriate with regard to age and ability of children involved, pupils will complete a restorative practice sheet with the class teacher. This sheet is sent home to inform parents of what happened and should be signed by parents and returned to the school the next day.

At Stage 3 & 4 (more serious), pupils will complete a restorative practice sheet with the Deputy Principal/ Principal.. The emphasis here is on enabling the pupil to understand how this incident happened, their part in the incident and how it might be prevented in the future. This sheet is sent home to inform parents of what happened and should be signed by parents and returned to the school the next day

SANCTIONS

Maintaining standards of behaviour will involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are invoked, pupils should understand that the behaviour is unacceptable and that it is the negative behaviour that is in question, but not themselves as a person.

The following procedure and sanctions will be applied to any pupil who persistently shows unacceptable behaviour:

STAGES OF SANCTIONS

The following outlines the stages of sanctions and is aligned with the seriousness of the negative behaviour. It may be deemed necessary to bypass early stages due to the gravity of the misdemeanour or for repeated offences.

Stage 1 - Reasoning with a pupil and or verbal warning

Stage 2 - In Class 'Stop and Think' Table / Class next door 'Stop and Think' Table.

Stage 3 - Reflective sheet completed with class teacher (A copy of the sheet sent home to parents.)

Stage 4- Verbal warning from the Principal/ DP & a reflective sheet to be completed during part of break time. A copy of the sheet to be sent home to parents and a phone call may be made. A face to face meeting with parents may also be arranged.

Stage 5 - Suspension - 3 stage 4 sanctions in one term will automatically result in suspension. Suspension may also be incurred by a serious misdemeanour.

Stage 6 - Expulsion

NEGATIVE BEHAVIOURS WHICH INCUR STAGED SANCTIONS

The following outlines the negative behaviours which may incur staged sanctions. **This is not an exhaustive list.**

Stage 1/2: Reasoning with a pupil and **or verbal warning**	Stage 3: **Reflective Sheet in** Class
• Continuous talking	• Minor name calling
• Fidgeting or messing	• Swinging on the bars at the • outside doors
• Inattention	• Being physical (minor • physicality) with another pupil
• Pushing	• Refusing to walk inline
• Talking or pushing in the line	• Climbing trees or other
• Out of line	• Climbing fence in Ball Courts, Astro Pitch or around the school.
• Refusal to do work	• Swinging out of basketball nets

• Writing/passing notes	• Kissing
• Chewing gum	• Persistently using bad language
• Using bad language	

Stag 4 / 5 6 - These (among other) misdemeanours may incur a sanction at stages 4 / 5 / 6 depending on the severity and/or frequency of the behaviour.	
• Rough play	• Rough play causing injury
• Biting	• Bullying Behaviour (On-going targeted behaviour towards others)
• Spitting	• Cyber-bullying
• Being disrespectful towards a teacher/adult	• Serious disrespect to a teacher/ member of staff or other adult
• Damage to school property or other people's property	• Leaving the school grounds without permission

• Hitting or other aggressive behaviours	• Poor or unsafe behaviour on school events e.g., Tours, games
• Inappropriate language directed at another child/ teacher/ adult	
• Making racist or discriminatory comments or gestures	
• Persistently refusing to walk in line	
• Dangerous behaviours on the stairs	
• Refusing to wear the school uniform	
• Lying	
• Stealing	
» Using insulting language about another child's family member E.g.; Mother	

*Note: If a student of St. Paul's Primary School engages in serious misconduct beyond school hours or online and is identifiable as a student of our school and brings our school into disrepute, the consequences for such behaviour will be governed by the sanctions outlined in our Code of Behaviour Policy.

Suspension:

For serious misbehaviour or continuous misbehaviour pupils may be suspended by the principal for a maximum of five days. Internal or external suspension will be at the discretion of the principal. This period may be extended, at the discretion of the Board of Management.

Suspension may occur when:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

Refer to 'Developing a Code of Behaviour; Guidelines for Schools' outlining procedures for suspension Chapter 11, issued by the National. Educational Welfare Board (NEWB).

https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Expulsion:

A pupil may be expelled from school on the authority of the Board of Management. The Gardaí will be automatically involved for any behaviour involving criminal offences. Any behaviour involving Child Protection will be reported to relevant authorities, TUSLA.

Refer to 'Developing a Code of Behaviour; Guidelines for Schools' outlining procedures for expulsion Chapter 12, issued by the National. Educational Welfare Board (NEWB).

https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

RATIFICATION

This policy was ratified by the Board of Management of St. Paul's Primary School on 6th February 2024.

Signed:

Mr. PJ Finn, Chairperson, Board of Management

Signed:

Ms. Eileen McCaughey, Principal and Secretary of the Board of Management

This Code of Behaviour Policy document is issued by the Board Of Management and shall be interpreted and construed, and is in accordance and compliance with, all the applicable laws of Ireland, including but not limited to the Educational (Welfare) Act 2000 as amended, and all Guidelines issued in compliance with, including but not limited to the National Educational Welfare Board Guidelines issued thereunder.

BOARD OF MANAGEMENT

Mr. PJ Finn Chairperson, Ms. Eileen McCaughey Principal, Fr. Eusebiu Tulbure, Mrs. Cecily Gibbons, Ms. Charlotte Kelly, Mr. Barry Quinn, Mrs Emer Reilly, Ms. Madeline Thornton.