



## Code of Behaviour

Good behaviour is based on good relations between parents/guardians, child and school.

In the Mercy School, we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our 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.

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.

### Aims of the code

- 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 parent's handbook, 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'*

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

### School Rules

1. I will show respect for myself, others and their property.
2. I will be kind and willing to help others.
3. I will follow instructions from staff immediately and take correction when given.
4. I will line up and walk quietly outside and around the school.
5. I will show good manners at all times.
6. I will try to use respectful ways of solving problems with others outside and in the classroom.
7. I will have a note from my parents/ guardians if I have been absent or late, or if I am leaving early.
8. I will do my best in class.



9. I will take responsibility for my own school work and homework.
10. I will wear the appropriate uniform.
11. I will follow our "Healthy Eating Policy".

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.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

***These 6 "Golden Rules" will be the main ones used for infant classes.***

***Rules apply during school-time and during all school related activities.***

### **Class Rules**

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the "Golden Rules". Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they 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 difference. Where difficulties arise, parents will be contacted at an early stage.

### **Incentives/Reward System.**

Part of the vision of The Mercy School is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks 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.



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

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- 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
- "Bualadh Bos" in class or special mention at assembly.

The "Stamp System" operates as follows:

- Each child will get one stamp for good behaviour each day.
- This stamp system will enable teachers to continually monitor, encourage and reward good behaviour throughout the school year.
- A child will usually receive one warning (Think card) and following this will lose his/her stamp if any further rules are broken.
- If a school rule is broken, a teacher will replace the stamp with a rule number. This needs to be signed by the parents.
- Any teacher may withhold stamps from a pupil in school at any time.
- If low scoring continues the teacher will meet with the child's parents/guardian.
- If there is no improvement following parent/teacher meeting and if low scoring continues the class teacher and Principal will meet with parent/guardian to develop a behaviour management plan.
- If there is no improvement at this stage the parent/guardian will be called to meet with the Principal and the Chairperson of the Board of Management 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.
- 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 and/or Chairperson will automatically be referred to the Board of Management and regarded as a serious breach of co-operation in our school behaviour policy.



- Field trips, annual school tours and other special events throughout the year will be reserved for those who have consistently strived to behave well. **Each child needs to achieve 80% of his/her stamps to be allowed to take part in these events.**

### 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 the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum; wearing of make-up etc.
- Not following instructions.

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft
- Bringing dangerous equipment to school.
- Leaving school/school activities without permission.

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes



To facilitate clear communication between the school and home different coloured cards will be used in the event of misbehaviours occurring in school.

1. In the instance of minor misbehaviour the student will receive a yellow card.
  2. On the card will be written what occurred by the student if they are capable of doing so, if not the teacher will write what happened. This will be signed by the teacher dealing with the misbehaviour.
  3. The yellow card must be brought home and signed by the parent and returned to the school.
  4. Sanctions 1-9 will be used in the event of a yellow card.
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1. Should Serious misbehaviour occur the child will be given a red card.
  2. On the card will be written what occurred by the student if they are capable of doing so, if not the Principal will write what happened. This will be signed by the teacher dealing with the misbehaviour.
  3. The red card must be brought home and signed by the parent and returned to the school.
  4. Sanctions 1-13 will be used in the event of a red card.
  5. An accumulation of 4 yellow cards within 1 month will be treated as if it is a red card offence and sanctions from 1-13 will be utilised to bring a desired change in the child's behaviour.

**Bullying** is repeated aggression – physical, verbal or emotional conducted by an individual or group against another or others.

PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc.

VERBAL: name calling which hurts, insults or humiliates.

EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

The school takes particular care to provide early intervention in responding to the needs, fears or anxieties of individual members in a sensitive manner.



Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

**Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties involved. The first person to be informed should be the class teacher.** This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

*In the case where a parent reports a bullying incident the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.*

## **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.

### **Sanctions**

1. Reasoning with pupil.
2. Verbal reprimand including advice on how to improve.
3. Temporary separation from peers within the classroom i.e. time out.
4. Prescribing unfinished class work as homework, which was not completed due to misbehaviour.
5. Write out the story of what happened (3rd class & upwards).
6. Loss of privileges e.g. Golden Time.
7. Teacher communicates with parents.
8. Temporary separation from peers by removal to another class.
9. Teacher refers pupil to the Principal.
10. Principal formally communicates with parents and with the class teacher present.
11. Formal invitation to parents requesting a meeting with the Chairperson of the Board of Management.
12. Formal meeting with involving parties; Chairperson, Principal, Teacher, Parents, etc.
13. Exclusion (suspension and expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

Usually sanctions will relate as closely as possible to the behaviour. .

### **Suspension and 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 after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.





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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 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.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 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.



## 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 and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

## Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents 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. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents 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.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal (infants do not have a homework journal, please check bags for notes)
- Letters/notes from school to home and from home to school
- School notice board
- Newsletters/School web-site/E-mails.
- Text-a-parent service.



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**Signed:** \_\_\_\_\_

**Chairperson of BoM**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Principal/Secretary to the BoM**

**Date:** \_\_\_\_\_