



SCOIL MHUIRE

ROBINSTOWN PRIMARY SCHOOL

Baile Róibín, An Uaimh, Co. na Mí • Robinstown, Navan, Co. Meath

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ROBINSTOWN N.S. Behaviour and Discipline Policy

Introduction:

Our discipline and behaviour policy is predicated on the belief that behaviour is learned so it follows that acceptable behaviour can be taught. We teach acceptable behaviour like we teach an academic subject. The philosophy or ethos of Robinstown National School might be surmised with reference to the words on our school crest, *In Omnibus Caritas*, which means “in all things love”. Teachers being *in loco parentis* treat their classes as a parent would treat a very large family. Tensions will sometimes arise for it has become a fact of life that the behaviour expected in school may occasionally differ from that accepted in the home.

The aims of primary education may be stated as:-

(1) to enable the child to live a full life as a child;

(11) To equip her/him to avail her/himself of further education so that she/he may go on to live a full and useful life as an adult in society.

The teachers are committed to the realisation of these aims. The Board of Management of the school is committed similarly. Parents of children in this school have been strongly supportive of these aims for many years.

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. This means a strong sense of community within our school and a high level of co-operation among teaching staff and between staff, pupils, parents, Parents Association, Board of Management and ancillary staff.

In formulating this code, the opinions of the Parents Association, School Parliament and pupils were sought. All members of the teaching staff have been involved in planning the code. It has been ratified by the Board of Management.

In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruptive free environment.

The Code of Discipline aims to achieve: -

- The efficient operation of the school and to facilitate the education and development of every child.
- The structuring of in-class discipline which promotes an efficient and stimulating environment and enables teachers to teach without interruption.
- The maintenance of good order and safety throughout the school day, including break times, sports activities and all movements between classes.
- The development of self discipline in all pupils, positive relationships and care and courtesy towards others.
- The development of self-esteem in the pupils and a true sense of one's self worth.
- The development of respect for school buildings, all school property and the general school environment.

As Adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote through example, courtesy and honesty.
- 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*".

Principles of our Discipline Policy

The school's policy is based on the principles of caring, fairness, respect, tolerance, compassion and courtesy. The attitude of the teaching staff will have a critical bearing on how successful the policy is likely to be. Staff shall consider themselves responsible at all times for the behaviour of children within sight or sound of them and shall respond promptly and firmly to any incident of unacceptable behaviour. However parents are also responsible for their children's behaviour in school.

If our school is to achieve a happy, secure environment where the children can develop and learn to their full potential, a positive, friendly, caring and encouraging atmosphere will provide a framework which promotes constructive behaviour and discourages unacceptable behaviour that is dangerous to oneself, others or which may be disruptive or anti-social. Therefore, every effort will be made by all members to teaching staff to adopt a positive approach to the question of behaviour in the school.

A central concept of our discipline policy is the basic fact that no child has to misbehave. They can make responsible choices. When anyone does misbehave, then he or she is making a positive choice to do so. Children can always choose to “behave”. Pupils have to know that good behaviour brings desirable consequences and bad behaviour brings unpleasant consequences.

Our policy has three chief elements:

A. SCHOOL RULES

Pupils are presented with a set of rules for behaviour in the classroom and outside. A synopsis of these rules is featured on their stamp-books.

B BEHAVIOUR CHECKS

Pupils who choose to break a rule will have automatically chosen one of a list of consequences. (See pages 6 and 7).

The school recognizes the variety of differences that exist between children and the need to accommodate these differences.

C REWARDS

In order to encourage pupils to choose to follow these rules and guidelines, a system of rewards is in place. (See pg. 8)

A: School Rules.

1. ***Respect for self and others:*** Pupils are expected to behave in a responsible manner both to themselves and all others. They are expected to treat all other pupils, all members of staff and visitors to the school with respect at all times. The use of any form of vulgarity or offensive language is unacceptable. Respect other students and their learning.

- Follow instructions from staff immediately.
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties with conflict.
- Ask permission to leave the classroom.
- Do your best in class.
- Take responsibility for your own work.

These can be summed up as 6 main rules:

- Respect/ Be nice
- Do your Best.
- Be Tidy
- Be Safe.
- Walk.
- Listen.

2. ***Punctuality:*** Pupils must be in on time for school each day and return to class punctually after breaks. The official opening time of the school is 8.50 a.m. Class for infants’ ends at 1.30 p.m. All other classes end at 2.30 p.m. No responsibility is accepted for pupils outside of these times.

Those collecting children from school should always be punctual. Lateness causes great anxiety especially for younger children.

- 3. Safety when entering or leaving the school:** Children must walk when entering or leaving the school and must use the footpaths on the roadway.
Cyclists must dismount and walk when entering or leaving the school.

Courtesy and respect must be shown to the school bus driver. Pupils must walk when coming from the bus in the morning and when going towards it in the evening. Pupils must remain seated when on the bus and behave in an orderly safe manner.

- 4. Attendances/Absences:** Every absence of a child from school must be accounted for, either by parents/guardians calling to the school or forwarding a written note. Each child will be given a 'Yellow Slip' the day after they return from absence to be filled in by their guardians. If a child is late to school or leaves early a 'Green Slip' is given to the child to be signed by their guardians. If a child has to leave school early or be absent from school for a part of the day, the same procedure as above must be followed. This is to ensure as far as possible the safety of children throughout school hours.

- 5. Illness:** Any infectious illness should be notified to the school immediately. Children should return to school only when fully recovered.

- 6. Personal Property:** Children must have their names on their coats and on all personal property such as school books, copies etc. Show respect for other's property.

The possession and use of mobile phones by pupils in the school and on the school premises is forbidden. If a child needs a phone for a particular reason, the phone should be handed to the teacher in the morning. It will be returned after class.

- 7. School Property:** Pupils must respect all school property and treat all school books and equipment with care. Parents will be held accountable for the cleaning, repair or replacement of any school property books or equipment willfully damaged or vandalized by their children.

- 8. School Environment:** Pupils must keep the school environment clean and litter free. Pupils are expected to co-operate fully in any clean-up activities organised by the teachers.

- 9. Homework:**

If for any acceptable reason homework cannot be completed on a particular night, parents are asked to talk to the teacher or to forward a written note. (*Please see Homework Policy*).

B: Behaviour Checks

Behaviour in Class /Out of Class / Yard / School Premises

At the beginning of each school year, the class teacher will discuss the class rules with the children. These reflect and support the school rules but are presented in a way that is accessible to the children. Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behavior in accordance with Discipline for Learning (eg, “Walk” rather than “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.

1. Pupils must have all books and materials or equipment required.
2. All pupils are expected to work to the best of their ability. Written work must be presented neatly.
3. Respect and courtesy are basic to classroom behaviour. Disrespectful behaviour towards other pupils, towards a teacher or ancillary member of staff or towards any visitors to the school is unacceptable
4. Pupils must respect the right of other pupils to learn. Any behaviour that interferes with this right e.g. regular disruption of the class or persistent disturbance of others is unacceptable behaviour. Pupils are expected to co-operate fully with their teachers’ instructions as given so that an effective education programme can be undertaken.
5. **Uniform:** Pupils are expected to wear the correct uniform each day.
6. Earrings and studs must be removed during play or covered with plaster.
- **Arrival and Dismissal** – pupils should enter and leave class quietly and safely.(See Reception, Dismissal Policy)
7. ***Inclement weather***
On such days pupils stay in their classrooms for breaks. They must observe implicitly any directions given by teachers and safety procedures must be followed at all times.
8. ***Behaviour in School Field/Playing Pitches***
Respect and consideration for others are the basics. Physical abuse of others is unacceptable and is considered to be serious misbehaviour. When the field is wet all pupils must play in the yard area only.
9. ***Accidents***
A child involved in any accident or hurt in any way must report or be reported to the teacher on yard supervision or to any other available teacher. The teacher may decide to attend to the injuries or to bring the child to a doctor or hospital. Where necessary, parents will be

informed or asked to bring the child home or the teacher may arrange for the child to be brought home.

10. Restorative Practice Cards/Worksheets

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected you and others?
- Who has been affected by what you did?
- What has been the hardest thing for you?
- In what way have they been affected?
- What do you think needs to happen next?

The following steps will be taken when the children behave inappropriately.

- 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/ writing out story of what happened.
- Restorative Practice sheet
- Loss of privileges.
- Warnings
- Detention (Safe yard)
- Report card
- Suspension
- Expulsion

In the event of reasoning with the pupil not being successful the following strategies will be used to show disapproval of unacceptable behaviour.

Stage One:

After receiving three warnings, detention during a break, (A short break will be afforded) and/or removal to another room. Warnings are expunged and not carried forward to the next week.

If there is no improvement in behaviour we move on to stage two. (Warnings expunged on Friday)

Stage Two:

After receiving two warnings, detention during break and a restorative practice sheet to be filled at night and signed by parent. Warnings are again expunged on Friday.

If there is still no improvement in behavior over 2 weeks we move on to stage three.

Stage Three:

One warning and detention. Loss of privileges, consequence sheet and parents are contacted regarding child's behavior and child is put on report. (Warning expunged on Friday)

If behavior is acceptable for two weeks, child returns to previous stage.

Stage Four:

Suspension and Expulsion

Where there are repeated instances of serious misbehavior, the Chairperson of the Board of Management will be informed and the parents will be requested 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 misbehavior, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorize 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 Local Welfare Education 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.

Behaviour Rubric

Stage	Behaviour	Warnings	Checks	Consequence	Parents
1	<p><u>Minor Unacceptable Behaviour:</u></p> <ul style="list-style-type: none"> Talking out of turn in class (if there is a repeated pattern, this is considered serious), not wearing school uniform regularly, being forgetful. being lazy in starting work or deliberately wasting time - not sharing with others Pupils should behave in an orderly manner at all times and must walk when going from one area to another within the school buildings. Fast walking/jogging or controlled running rather than sprinting which could result in injury is permitted in the yards. This is to ensure the safety of themselves and all others. All pupils are required to line up promptly and in an orderly manner at the start of school and at the end of breaks. There should be no playing or any horseplay when classes are in line. Homework not completed with no note from guardians. 	3	<ul style="list-style-type: none"> Reasoning with pupil. Verbal reprimand including advice on how to improve. 3 Warnings Detention on the 3rd warning. <p>[After receiving three warnings, detention during a break, (A short break will be afforded) and/or removal to another room. Warnings are expunged and not carried forward to the next week. If there is no improvement in behaviour we move on to stage two. (warnings expunged on Friday)]</p>	<ul style="list-style-type: none"> Safe Yard (Detention) 	-----
2	<p><u>Serious Unacceptable Behaviour:</u></p> <ul style="list-style-type: none"> Telling untruths Disrupting lessons by causing distraction Shouting and not working to the best of one's ability Being generally rowdy Disturbing other children at work Being disobedient or defiant Not having a valid reason for absence Roughness - fighting – kicking – striking – spitting - punching – tripping - throwing objects Verbal abuse Being late often without a valid reason Not completing school tasks - being inattentive during class work - not completing homework without a valid reason Homework not done with no note from guardians on a regular basis. Copying work from others 	2	<ul style="list-style-type: none"> 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/ writing out story of what happened / Restorative worksheet Loss of privileges. 2 Warnings Detention on the 2nd warning. <p>[After receiving two warnings, detention during break and a consequence sheet to be filled at night and signed by parent. Warnings are again expunged. If there is still no improvement in behaviour we move on to stage three]</p>	<ul style="list-style-type: none"> Safe Yard (Detention) Removal to another class if required or safe yard (Class above, class below) Loss of privileges 	<ul style="list-style-type: none"> Restorative Practice worksheet. Phone call to parents.

Stage	Behaviour	Warnings	Checks	Consequence	Parents
3	<p><u>Very Serious Unacceptable Behaviour:</u></p> <ul style="list-style-type: none"> • Bullying (See Bullying Policy) • Stealing - Threatening others - Making abusive, insulting, offensive or insolent remarks • Offensive actions or abusive illustrations • Laughing or jeering at others mistakes or disabilities • Willful damage to school buildings, furniture, books, equipment or the property of others • Showing disrespect to teachers or other school employees or school bus driver • Physical Abuse • Aggressive • Leaving school grounds without permission • Making rude signs - annoying gestures - using vulgar or bad language • Entering classrooms without permission - littering in building or school grounds. 	1	<ul style="list-style-type: none"> • 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/ writing out story of what happened / Restorative practice worksheet • Loss of privileges. • 1 Warning • Detention. 	<ul style="list-style-type: none"> • Safe Yard (Detention) • Removal to another class if required or safe yard (Class above, class below) • Loss of privileges • Positive Behaviour Report Card 	<ul style="list-style-type: none"> • Restorative Practice worksheet • Phone call to parents • Meeting with parents
4	<p><u>Gross Unacceptable Behaviour:</u></p> <ul style="list-style-type: none"> • Aggressive, threatening or violent behavior towards teachers, staff, pupils or school personnel that is regarded as serious or gross misconduct. 	0	<ul style="list-style-type: none"> • 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 utilized. Communication with parents may be verbal or by letter, depending on the circumstances). <p>(For gross misbehavior or repeated instances of serious misbehavior suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behavior towards a teacher or pupil will be regarded as serious or gross misbehavior).</p>	<ul style="list-style-type: none"> • Safe Yard (Detention) • Removal to another class if required or safe yard (Class above, class below) • Loss of privileges • Positive Behaviour Report Card • Suspension • Expulsion 	<ul style="list-style-type: none"> • Restorative Practice worksheet • Phone call to parents • Meeting with parents

Bullying and Intimidation of Others *(See Anti-Bullying Policy)*

This is always regarded as a very serious offence. All forms of threatening behaviour are unacceptable. Children must be able to attend school and to go home safely and without fears.

If children are being bullied or threatened, either verbally or physically, teachers must be told so that the matter can be dealt with effectively.

Bullying clearly runs counter to the school philosophy of promoting the ideals of care and respect. It is instilled in the pupils that nobody has the right to make another feel uncomfortable by any action or by any use of language. Good relationships and respect are emphasised to counteract bullying behaviour.

As a matter of policy, we encourage disclosure of information where instances of bullying occur or are suspected. Pupils are made aware that since bullying is an affront to human dignity and a violation of personal freedom, disclosure is proper and necessary.

Types of Bullying:

1. Physical.
2. Verbal.
3. Gesture.
4. Exclusion.
5. Extortion.
6. Cyber bullying. *(Telephone, e-mail, text messages.)*

The school will insist that children who are bullying shall be brought to school in the morning and collected each afternoon by their parents until the matter is resolved. These children may also have to be brought home at lunchtime.

Any parent who feels their child is being bullied should contact the class teacher or the principal in complete confidence without delay.

Sanctions plus Strategies to show disapproval of Unacceptable Behaviour.

Positive encouragements and reinforcement are regarded as primary in helping pupils to develop responsibility, a positive attitude and self discipline. However when a student willfully disregards school rules and infringes on the rights of others to participate in an ordered and structured learning environment, sanctions may be needed. The overall responsibility for discipline within the school rests with the principal. Each teacher has responsibility for the maintenance of discipline within the classroom while sharing a common responsibility for good order within the school.

C: Rewards for Acceptable Behaviour.

Each child is given a stamp booklet. For doing their best in their behaviour and work, praise, stamps, certificates of merit and prizes in the form of lucky dips are given. Computer passes, homework passes and various other awards are offered. Upon completion of a booklet a special award is given to the child. These are just some of the ways in which the school shows its appreciation for good behaviour. We look for two examples of good behaviour before we check ones bad behaviour. Our approach is positive first and foremost. Positive encouragements and reinforcement are regarded as primary in helping pupils to develop responsibility, a positive attitude and self-discipline.

A detailed account of each pupil's attitudes and behaviour is given on each school report.

Parents are required to examine these carefully and to discuss them with the child.

If a parent has any concerns about their child's behaviour or progress they should contact the school without delay.

Methods of Communication 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 behavior 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 should be encouraged to talk in confidence about any significant developments in a child's life, in the past or present, which may affect the child's behavior.

The following methods are used at all levels within the school:

- a Meetings are arranged on specific days each year when parents are assigned a specific time to discuss their child's progress with the teacher.
- b. Meetings can be arranged by appointment at any other time through the school office.
- c Parents are encouraged to voice any concerns or problems as soon as possible especially regarding problems at home or any trauma.
- d. Children's homework journal.
- e Letters/notes from school and vice versa.
- f School notice board.

Board of Management:

Parents elect two members to represent them on the school Board of Management. Parents should feel free to contact any Board of Management member.

Parents' Association:

This has been in operation in the school since the early 1980's. It has proved a most useful link between home and school and has added significantly to the quality of school life and to community life in general. They use the school premises to run ex-curricular classes in French and Drama. An AGM is held at which members are elected. As a rule, meetings are held once a month.

Roles and Responsibilities of Parents:

Parents are expected to:

- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/Principal through the school office
- Respect school property and encourage their children to do the same.
- Label pupils coats and other property
- Supervise their young children on school premises when collecting other pupils or visiting the school

- If you bring family pets/dogs into the school yard, make sure they are on a lead
- As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

School Reports:

The importance of these has been stated already.

Homework Notebook:

This is an important home/school link and must be regularly checked by parents.

Children:

Children will be anxious to show their work at home. Parents should regularly check through the child's copies and discuss with their children the grades awarded or any teacher remarks written in. To demonstrate that they have seen the work, parents should sign the work.

Letters/Memos:

This is the most common method of keeping you informed. Ask your child whether they have any messages from the school or check the schoolbag.

*Revised Behaviour and Discipline Policy,
Approved and passed by the Board of Management in March 2019*

Sign: _____ *Date:* _____

Sign: _____ *Date:* _____

Note:






Discipline comes from the Latin word *discere* which means "to learn". The close connection between discipline and learning is emphasised by the term *discipulus* which means "disciple"- one who learns from his master. The other term which highlights the connection is the word *disciplina* which means "training", "learning", "living under the rule of inner compulsion", "feeling the stimulus of parental example", and so forth. Subject areas are disciplines because the learner submits himself/herself to the rules implicit in them. The mark of progress becomes an increasingly disciplined approach to the subject and to many aspects of life.

What a teacher seeks to achieve through the exercise of his/her authority is self discipline by the pupils in worthwhile pursuits. A child can learn genuine self discipline only through self-generated activity and experience and not through impositions by another authority. A child needs space to make mistakes for he/she has to learn to evaluate the consequences of the actions for himself/herself and others. Discipline can be defined as *the sum of experiences in our lives that enable us to grow up.* (Castle, 1968.)

The long term aim of discipline in schools is the development of social awareness and responsible behaviour in children, in other words the development of self discipline. If this aim is being realised there should be little change in the behaviour of the majority of the children when a teacher leaves the room, particularly in the older classes.

Restorative Practices Incident Report






Name: _____ Class: _____ Date: _____

<p>What happened?</p> 	
<p>What were you thinking at the time?</p> 	
<p>What have you thought about since?</p> 	
<p>Who was affected and how?</p> 	
<p>How can you make things better?</p> 	

Parents Signature: _____ Date: _____

Restorative Practices Incident Report






Name: _____ Class: _____ Date: _____

<p>What did I choose to do?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Why did I make this choice?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Who did I bother or disrespect?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Two things I could have done instead?</p> 	<p>1.</p> <hr/> <hr/> <hr/> <hr/>	<p>2.</p> <hr/> <hr/> <hr/> <hr/>
<p>How can you make things better?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Parents Signature: _____ Date: _____

Restorative Practices Incident Report

Name: _____ Class: _____ Date: _____

<p>What happened?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>What were you thinking at the time?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>What have you thought about since?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Who was affected and how?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>How can you make things better?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>

Parents Signature: _____ Date: _____

Warnings Record Chart

	<u>Name</u>	<u>Stage 1</u>						<u>Stage 2</u>				<u>Stage 3</u> (Report Card)	<u>Stage 4</u>	
		<u>Week 1</u>		<u>Week 2</u>		<u>Week 3</u>		<u>Date 4</u>		<u>Week 5</u>		<u>Week 6</u>		See Discipline policy
1														
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Positive Behaviour Report

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>8.50am – 11am</u>					
<u>Break / Yard</u>					
<u>11.10am – 12.20pm</u>					
<u>Lunch / Yard</u>					
<u>1pm – 2.30pm</u>					