

## **Scoil Carmel**

### **A Policy for Good Behaviour and Discipline.**

In line with the aims of primary education, we in Scoil Carmel have adopted the following code of good behaviour. The ethos of our school establishes and supports a strong sense of partnership, between school and Board of Management, between school and parents.

As a staff, our aim is to create a happy, secure environment for all our pupils, within which there is a sense of good order, effective teaching, and an agreed approach to discipline.

In formulating a code of discipline consideration has been given to the particular needs and circumstances of our school. Our aim is to ensure that the individuality of each child is accommodated in a disruptive-free environment.

#### **The Code of Discipline aims to achieve:**

1. The effective operation of the school.
2. The organization of classroom management which creates a stimulating learning environment.
3. The maintenance of good order and safety throughout the school day, including reception times, break times, sports activities, movements between classes and dismissal times – all in accordance with our Health and Safety Statement.
4. The development of self discipline and care and courtesy towards others
5. The development of respect for school buildings, all school property and the school environment.

#### **Principles of our Discipline Policy:**

Our policy is based on the principles of caring, fairness, respect, tolerance, compassion and courtesy. The success of any policy will depend to a large degree on the attitude and co-operation between the home and school.

In our school we strive to create an environment where the children can develop and learn to their full potential within a framework which promotes constructive behaviour and discourages unacceptable behaviour. The agreed code emphasizes rewards rather than sanctions and uses positive techniques of motivation and encouragement.

#### **General**

##### **1. Respect and courtesy**

Pupils are expected to behave in a respectable manner both to themselves and to others. They are expected to treat all other pupils, members of staff and visitors to the school with respect and courtesy at all times. Any form of vulgarity or offensive language is unacceptable.

##### **2. Punctuality**

Pupils are expected to be in time for school each day. Our school is open at 9.20am. Junior / Senior Infants are dismissed at 2.00pm. All other classes are dismissed at 3.00pm. Children attending after school activities will go directly to the school hall.

### **3. School Environment**

Pupils are expected to keep the school environment clean and litter free. Classrooms should be left neat and tidy and care should be taken to keep the school grounds litter free.

#### **4. Behaviour in class**

Pupils are expected to have their books and materials as required each day.

All pupils are expected to work to the best of their ability.

Respect and courtesy are basic to classroom behaviour. Disrespectful behaviour towards other pupils, towards a teacher, or ancillary member of staff or towards any visitor to the school is unacceptable.

Pupils are expected to respect the right of other pupils to learn. Any behaviour that interferes with the right e.g. Regular disruption of the class or persistent disturbance of others is unacceptable behaviour. Pupils are encouraged to co-operate with their teachers' instructions as given, so that learning can take place in a pleasant environment.

Pupils are expected to wear the school uniform with pride. The school tracksuit is to be worn on P.E. days.

The following are some of the strategies which may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil
- Reprimand (including advice in how to improve)
- Temporary separation from peers, friends or others
- Loss of privileges
- Referral to principal
- Communication with parents
- Suspension (temporary)
- Exclusion
- Suspension / exclusion must be carried out in accordance with the agreed rules for National Schools (130 (5) and 130 (6))

If it is believed that further help is required to deal with a specific behavioural problem then with the agreement of the parents the child will be referred for psychological assessment.

#### **5. Behaviour our of class**

Corridors, Cloakrooms, Toilets, Yard Areas

Pupils should treat others as they would wish to be treated themselves. Pupils should behave in an orderly manner at all times and must walk when going from one area to another within the school building.

The play areas are marked with lines. Classes have their own designated play areas and are expected to play in these areas. During play pupils must not behave in any way which may endanger others or themselves. Examples of behaviour which might endanger: running without due care for the other children; fighting; kicking; striking; punching; tripping; throwing objects; going out of bounds; leaving the yard without permission.

## **6. Rewards for acceptable behaviour**

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school will involve the use of praise and rewards for good behaviour. Oral praise, written praise, merit lists, stars, showing exceptional work to other teachers, note to parents praising work and effort, positive reporting of sustained effort, are all part of the process of positive motivation towards helping the pupils to achieve excellence.

## **7. Unacceptable behaviour**

When sanctions are invoked to register disapproval of unacceptable behaviour, the pupil understands that his/her behaviour is not acceptable and is rejected by all. In any case where unacceptable behaviour continues, despite the best efforts of the teaching staff involved with the pupil, parents will be consulted and an agreed approach to the problem will be discussed and monitored over a period of time. The co-operation of parents/guardians is of critical importance in dealing with ongoing behavioural problems since the root of the problem may lie outside the school.

In general, positive encouragement and reinforcement are regarded as primary in helping pupils to develop responsibility, a positive attitude and self-discipline. However where a pupil willfully disregards school rules and infringes on the rights of others to participate in an ordered and structured learning environment, sanctions will be needed.

The following are some of the strategies which may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil
  - Reprimand (including advice in how to improve)
  - Temporary separation from peers, friends or others
  - Loss of privileges
  - Referral to Principal
  - Communication with parents
  - Suspension (temporary)
  - Exclusion
  - Suspension / exclusion must be carried out in accordance with the agreed rules for National Schools (130 (5) and 130 (6))
- [ No child has ever been suspended from Scoil Carmel. ]

If it is believed that further help is required to deal with a specific behavioural problem then with the agreement of the parents the child will be referred for psychological assessment.

### **School Policy on bullying**

#### **Aims:**

The aims of the schools policy are:

1. To raise an awareness of bullying as an unacceptable form of behaviour.
2. To create a school atmosphere where children will feel secure – knowing that they will be listened to and encouraged to report incidents of bullying behaviour.
3. To develop procedures for investigating and dealing with incidents of bullying.

#### **Definition:**

**Bullying:** The persistent, uninvited and upsetting attentions of another or others or the deliberate isolation or exclusion of a child by another or others.

**Bully:** A boy / girl who consistently oppresses, harasses or excludes somebody else.

**Victim:** A boy / girl who, over a sustained period suffers as a result of the uninvited, upsetting attention of another or others or who suffers as a result of being excluded or isolated by another or others.