



The Philosophy of Our School Mission Statement

In St. Clare's we seek to provide an environment where the Christian values of mutual respect, tolerance, care and justice are encouraged and nurtured. Our school complements the efforts of parents in the fostering of living these values. Each pupil is unique, has different gifts and different needs. Our school strives to provide a broad, balanced and relevant curriculum which develops the individual's talents and abilities. St. Clare's encourages self-discipline and responsibility, and fosters the development of skills which enable pupils to use life positively and creatively. It is our wish that pupils share fully in the life of the school and leave us as caring and capable young people who will contribute positively to their communities

How our Code was Developed.

This code was developed in consultation with all the education partners involved in the life of the school. The Patron, the Board of Management, Teachers, Parents and pupils were all involved in the drafting of this document. Guidance was sought from: *Developing a Code of Behaviour :Guidelines for Schools(2008) NEWB* and from *Behavioural Emotional and Social Difficulties ;A Continuum of Support (2011) NEPS*. The code is also influenced by, *The Incredible Years* (Carolyn Webster Stratton) positive approach to behaviour management.

It was subsequently reviewed again in 2016 in consultation with all parents & staff

Our Vision for Relationships and Behaviour in the school and the Ways in which the School Promotes Good Behaviour.

The Code of Behaviour in St. Clare's is a statement of good practice which covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos.

In recognising the aspiration in the school mission statement to provide the best school environment in which to teach, learn, work and play, there is a duty and responsibility for all to play their part and to recognise the rights of all to proceed in their roles without threat, danger or obstruction and with the support and respect due to each individual. The school expects good behaviour to be the norm and always acknowledges good behaviour.

The role of pupils, staff and parents in helping each other to uphold the standards expected in the school.

All members of the school community are expected to help maintain an atmosphere conducive to learning and to foster an atmosphere of courtesy and mutual respect. Good school discipline, which fosters an effective and stimulating learning environment, depends upon full co-operation between all members of the school community. The support of parents/guardians greatly assists the school in the implementation of our Code of Behaviour.



Aims of our Code of Behaviour:

- To encourage acceptance of and adherence to an agreed set of principles of behaviour.
- To support effective teaching and learning.
- To contribute to mutual respect.

Promoting a Positive School.

St. Clare's seeks to provide a school environment in which pupils have every opportunity to learn and to develop as a person. Working together, pupils, teachers and parents have a responsibility to contribute positively to school life. We therefore encourage all to strive for the highest standards of work, behaviour, attendance and punctuality. Pupils are expected to co-operate fully with teachers and to challenge themselves to achieve their best in every aspect of life in the school.

The school community will strive to:

- Treat everyone and everything with respect.
- Show kindness, fairness and courtesy and be willing to work with and help others.
- Follow the agreed school rules class/golden rules (See Appendix I).
- Attend school and be punctual (See Appendix II).
- Make use of every positive learning opportunity afforded at school.
- Work hard.
- Act sensibly.

Roles and Responsibilities of Staff Members in relation to Behaviour.

St. Clare's aims to provide a caring environment for the entire school community. All teachers share responsibility for good order in the corridors, school grounds and during school events. Teachers are primarily responsible for maintaining discipline in their own classes. For misbehaviour the teacher will impose an appropriate reprimand and / or appropriate sanction.

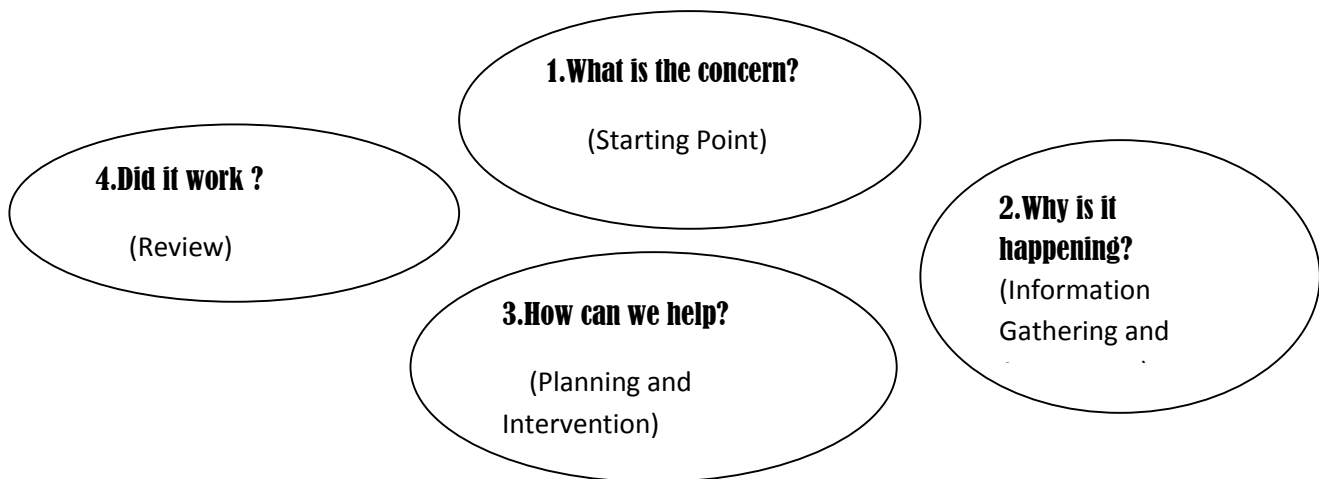
System of Referral and Procedures

Teachers keep written records of breaches of discipline by pupils. Records of serious breaches of discipline are retained on file by the principal. The degree of misdemeanour i.e. minor, serious or gross will be judged based on a commonsense approach with regard to gravity and frequency. Each teacher will draw up the ground rules with their own class and a copy will be sent home in September. Pupils will also be aware of positive rewards for good behaviour and work (*Compliment Bug policy, Clare's Credits, In-class Reward Systems* etc. See Appendix III) and sanctions which can be given where appropriate, to correct behaviour.



St. Clare's operates a positive proactive approach to encourage good attendance. Procedures regarding this approach are outlined in Appendix II of this document. Homework is an integral part of every child's education as it supports and reinforces the work which has been previously taught in various curricular areas. The format and expectations for homework will be explained to pupils and their parents at the beginning of the school year. Guidelines will be given from our school policy on homework about the length of time homework should take etc and we ask parents to ensure that homework is completed. Pupils who do not complete homework assignments on a regular basis and, without good reason will be reprimanded in accordance with our Code of Behaviour. Parents are asked to send a note or contact the school by telephone if their child had a particular difficulty in completing home-work tasks. A teacher will refer a pupil directly to the Deputy Principal or Principal only in the event of a serious breach of discipline. Teachers do not remove pupils from the classroom and leave them unsupervised outside the classroom. If immediate intervention is necessary, another pupil will be sent to the Deputy Principal or Principal with a message explaining the problem. Where there are persistent occurrences of behavioural difficulties in St. Clare's we will endeavour to utilise a

Problem Solving Process Approach.



When concerns cannot be met through our whole school framework and classroom structures and supports, St. Clare's will endeavour to meet the needs of pupils who fall into such a category by implementing a continuum of support as advocated by NEPS. Such pupils will be supported through a three stage process of classroom support, school support and school support plus up to the point of benefiting from the development and implementation of an individual behaviour support plan. St Clare's has in place clear procedure for investigating alleged incidents of bullying within the school.(See Anti Bullying Policy)

St. Clare's Primary School Code of Behaviour



The following are the sanctions to be used for dealing with inappropriate or disruptive behaviour. These have been agreed by staff, parents and Board of Management and are listed in order of severity

- Verbal reprimand
- Verbal contact with parents (optional at any stage)
- Additional work (older classes only)
- Removal from class for a period of time or removal from a particular area of the playground following misbehaviour
- Detention during school time
- Withdrawal of everyday privileges i.e golden time, extra PE, compliment bug party
- Formal contact with parents
- Withdrawal of more significant privileges i.e school tour
- Use of an individual behaviour plan (optional at any stage in consultation with parents)
- Formal Report to Board of Management
- Temporary Suspension
- Permanent Suspension in accordance with the; **Education and Welfare Act (2000)** and ***Developing a Code of Behaviour: Guidelines for Schools(2008) NEWB***

All of the above may be carried out by the class teacher, Principal, Deputy Principal or any teacher in charge at the time of the misdemeanour

Procedures for Suspension and Expulsion

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 Principal regarding Temporary Suspension. Suspension will be in accordance with the; **Education Welfare Act (2000)** and ***Developing a Code of Behaviour: Guidelines for Schools(2008) NEWB***. In the case of gross misbehaviour the Board will authorise the Chairperson or the Principal to sanction an immediate suspension, pending a discussion of the matter with the parents. Permanent Suspension may be considered in an extreme case in accordance with the Education and Welfare Act. (2000). Parents are welcome to contact the Principal to discuss any problem their child may be experiencing in school and can make an appointment by telephoning 049 4332671.

Signed _____ **Date:** _____



Appendix I

Agreed Procedures to Support Smooth Day to Day Running of the School

Around the school

While walking around the school the following will apply:

- Single file
 - Move around quietly
 - Whole classes to be accompanied by teacher with the use of stopping places to maintain good order
 - Messengers (2) – walking quietly
- Any pupils found running in corridors are reported to class teacher.

Lunchtimes

During lunchtimes the following will apply:

12.30 all teachers will accompany their classes to the hall and remain with them until the teacher on yard duty takes over.

- Each class are required to sit in 2 rows facing each other.
- If benches are used 4 children must be present when lifting a bench
- Pupils remain seated for the first 10 minutes while lunches are being eaten
- Pupils to raise a hand to request attention
- Once the bell has been rung pupils stand up quietly.
- Children to put lunch bags in storage bins (as far as possible pupils are encouraged to take home unused lunches and refuse in lunchbags)
- Wet break time – pupils sit in their 2 rows, class teacher sends wet day activity box with class or watch a DVD
- Pupils are forbidden from returning to their classrooms or back into the school building during 'play-time'.
- **Toilets at Rooms 9, 10&11 to be used for pupils in the hall at lunchtime. Toilets at Prefabs 3A&3B to be used when pupils are outside.**

Lining up outside: All pupils are reminded to go to their line-up areas immediately after the bell rings. Teachers on yard areas bring the pupils to attention to say the prayer and classes wait quietly to be collected by their class-teachers.

To encourage good behaviour pupils will be rewarded by a system which awards

- Classes that remain seated in their class-line while eating lunch.
- Classes that line up promptly and quietly.



- Classes that keep their 'area' clean and neat.

Children to be awarded with Compliment Bugs, Golden Time and Clare's credits

Consequences for not lining up quietly in the hall or in the yard.

- The line will receive a warning.
- If behaviour persists the line will be last to go outside and class teacher will do some extra work about working cooperatively and respectfully with others

In both instances the class teacher will be informed and will be asked to remind the class of the behaviour that is expected at lunchtime

Morning Time

Pupils line up starting at the **bottom of the ramp outside the main entrance**. Once the door is open, pupils enter quietly and in an orderly manner.

- Pupils to sit in their class lines in the hall once they come in.
- Pupils do not leave their lines or leave the hall.
- When the bell rings pupils stand quietly for prayers.
- After prayers pupils wait quietly and are accompanied to their classroom by the class-teacher.

Line up areas

Junior Infants – on main yard

Senior Infants – in front of jungle facing the school

First and Second Class and Room 12 at front door.

Third, Fourth, Fifth and Sixth Classes – on main yard.



Appendix II

School Reward System:

Our school reward system provides whole classes as a group to be rewarded for good behaviour. The underlying philosophy is one of 'catch them being good'. The system allows for teachers to give rewards either to individuals on behalf of their classes or to the whole class for instances of positive behaviours.

In an effort to promote good behaviour in school, each class will have a copy of a 'Ludo' game board called, '4 in All Win!'

Each class will choose rewards for each of the four coloured sections of the board e.g. once the red section is full they could get extra playtime on the yard. Once the yellow section is full they could get to bring in their favourite toy/game etc...

Once all sections have been filled in they can get an extra special treat of their choosing in consultation with their teacher. Classes will get to move along the game board for quiet lining up, good manners, walking around the school quietly and in single file, holding doors open/standing back for teachers to pass etc. Staff can decide on a monthly/termly basis what particular behaviour they would like to see an improvement in and award classes accordingly when the positive behaviour is observed. If a class fill their entire board they can then choose different treats for each section and begin again.

Clare's Credits Awards System

Each child has a booklet and each teacher has a stamp to give a stamp for either a subject, behaviour or positive attitude. We envisage that each child should fill two booklets in the school year so that should give an idea of how often to give stamps. Each staff member can give awards within the class perhaps when a child finishes a page of the booklet. This booklet should not impinge in any way on each individual teacher's own award system within the class. Once a child has completed a booklet they go to the Principal and they can then be rewarded with a homework pass, a pen/pencil or both. We suggest that homework passes are not given out too easily within the classes own award system so that such a reward stays an effective award for the principal to give. Learning support staff can also give a stamp to a child. Children who have completed a booklet can be brought up onto the stage and given extra praise maybe once per month/term.



Attendance Initiatives:

PERFECT ATTENDANCE: Each class will have the letters that spell out 'PERFECT ATTENDANCE.' For each day that the entire class is present the children get to put another of the letters on their door. The aim is to spell out 'PERFECT ATTENDANCE.' Once they have the two full words on their door they go to the principal to collect a gold star for their door, a homework pass and a ticket for each child for our termly attendance raffle. They place the gold star on their door to show they have had 'PERFECT ATTENDANCE' and they take the letters down to begin again. The aim is to get as many stars for your door which means lots of tickets in our attendance raffle.

ATTENDANCE RAFFLE: Each child who has missed 2 or less days within a term get to put a ticket in for our termly ATTENDANCE RAFFLE. Poor Attenders on our '20 days or more missed' list can have a ticket in the draw if they have missed 5 or less days within the term. All tickets are put back in the box after each raffle for our big raffle prize of a bike at the end of the year.

Best Class Attendance: Each month the class with the best percentage of attendance for that month will get extra tickets for our attendance raffle. Their achievement is recorded on our attendance notice board.

100% Attendance: Any child with 100% Attendance for each term gets a certificate and a pencil.