



# Scoil Bhríde Buachaillí

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Chairperson Parent Association: Ciara Duffy  
Principal: Séamus Sullivan, B.Ed., Dip. Man.Ed., M.Ed.  
Deputy Principal: Eiven Shanahan, B.Ed., C.Dip. A.&F.

R.C.N. 20118990 - Roll No. 18046A

## CODE OF BEHAVIOUR

### Introductory Statement

Scoil Bhríde Buachaillí aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each and every individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. This will enable the child to go on to live a full and useful life as an adult in society.

The standards and rules contained in this policy apply in all situations where the child is under the care or responsibility of the school, and in any situation where he, although outside the school, is still the responsibility of the school, e.g. school tours, games and extracurricular activities, and attendance at events organised by or for the school.

This policy was drawn up in accordance with the guidelines of the National Education Welfare Board.

### Aims

- To create a positive learning environment that encourages and reinforces good behaviour
- To encourage consistency of response to both positive and negative behaviour
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To encourage the involvement of both home and school in the implementation of this policy.

### Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

### Roles and Responsibilities

- The *Board of Management* of the school has overall responsibility for ensuring that a code of behaviour is prepared in consultation with all the members of the school community.
- The *Principal* has overall responsibility for auditing, reviewing, implementing and communicating the code to the children and their parents/guardians.
- All *members of staff* are responsible for creating a positive school environment that supports good behaviour by giving good example and modelling the school's standards with the children, their parents/guardians and each other.
- *Parents/Guardians* are responsible for modelling the standards of behaviour expected of their children. In order to do this, they need to be familiar with the standards embodied in the Code of Behaviour and to support the school's expectations that the children will behave according to these standards. They should encourage children to have a sense of respect for themselves and for property, be interested in, support and encourage their children's school work, co-operate with teachers in instances where their child's behaviour is causing difficulties and attend meetings at the school if requested.

- The *children* are responsible for trying their best to abide by the rules and standards of behaviour expected of them.

Furthermore:

- Overall responsibility for day-to-day discipline issues rests with the Principal and Deputy Principal.
- The Principal and Deputy Principal have responsibility for very serious discipline issues or for repeated and persistent incidences of minor misbehaviour.
- Individual teachers have responsibility for the maintenance of discipline in their own classrooms.
- Individual Assistant Principal teachers have responsibility for supporting class teachers at various class levels.
- All staff members share a corporate responsibility for good behaviour within the school.

### **6 Golden Rules to follow**

1. Respect yourself
2. Respect others
3. Respect the property of others
4. Kind hands, kind feet, kind words.
5. Be on time, be prepared & be your best
6. Listen well & follow instruction

### **Positive Behaviour System**

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.

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
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication

Class teachers will decide their own positive behaviour system to use in-class. This may include, but not be limited to: class dojo, point system, sticker chart, wall chart, group rewards.

### **Consequences for not following the school rules**

As outlined in the NEWB guidelines, 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 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 consequence 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
- prevent serious disruption of teaching and learning

- keep the student, or other students or adults, safe.

## COVID-19 Measures and Procedures

It is expected that all pupils will adhere to school and class expectations in line with the requirements following the reopening of schools after the COVID-19 closures from March 2020 to the start of the school year 2020/2021. Failure to comply with new rules, policies, etc., particularly repeated episodes, will be handled under the Code of Behaviour.

In Scoil Bhríde Buachaillí, a three-tiered approach to consequences will be taken – **minor misbehaviour (white)**, **serious misbehaviour (orange)** & **gross misbehaviour (red)**. The degree of misbehaviour i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common-sense approach with regard to the gravity/frequency of such misdemeanours.

### Stage 1 – White

Minor misbehaviours will involve informal and semi-formal interventions by teachers. There may be communication with the parent to make them aware of persistent issues at this level. The teacher may intervene more formally with escalation to Stage 2 (Orange) level following three warnings at this level.

Examples of misdemeanours:

<ul style="list-style-type: none"> <li>• Interrupting class</li> <li>• running in the school building</li> <li>• being discourteous/unmannerly</li> <li>• not completing homework without good reason</li> </ul>	<ul style="list-style-type: none"> <li>• leaving seat without permission</li> <li>• leaving litter around the school</li> <li>• not wearing the correct school uniform</li> <li>• breaking classroom rules set by the class teacher</li> </ul>
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**This list is not exhaustive.**

Possible consequences at this level may include:

- Eye contact and other non-verbal cues
- Reasoning with pupil
- Verbal reprimand/warning (including advice on how to improve)
- Finish incomplete work resulting from poor behaviour in class
- Removal from group activities
- Note to parent in homework journal

### Stage 2 - Orange

Serious misbehaviour will involve formal intervention by the teacher and where necessary intervention from the Principal/Deputy Principal. Serious misbehaviour will usually be repeated or persistent incidents of misbehaviour at Stage 1 (white) level, however it may also be a once-off incident. An Orange Card will be signed by both the teacher and parent. Teachers may meet with parents to discuss the issue. The teacher will keep signed cards in a file.

Examples of serious misbehaviour:

<ul style="list-style-type: none"><li>• Constantly disruptive in class</li><li>• back answering a teacher</li><li>• repeated use of unacceptable language</li><li>• injuring another person</li></ul>	<ul style="list-style-type: none"><li>• repeatedly telling lies</li><li>• refusal to work to full potential</li><li>• refusal to cooperate with the teacher</li></ul>
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**This list is not exhaustive.**

Possible sanctions at this level may include:

- Removal from group activities
- Extra work
- Completion of a 'Reflection Sheet'
- Letter of apology (if applicable)
- Non-participation in school event
- Behaviour contract (if applicable)
- In certain circumstances it may be appropriate to temporarily remove a child to a supervised location
- Suspension: where there are repeated serious breaches of the Code of Discipline at this level.

### **Stage 3 – Red**

Gross misbehaviour involves formal intervention by the teacher and Principal. A Red Card is signed by the teacher, Principal and parents. A meeting between the teacher, Principal and parents will immediately follow the issuing of a Red Card. The Principal will keep red cards on file.

Examples of gross misconduct:

<ul style="list-style-type: none"><li>• Bringing weapons to school</li><li>• aggressive and/or violent behaviour towards another person</li><li>• bullying*</li><li>• damaging school property</li></ul>	<ul style="list-style-type: none"><li>• deliberately injuring another person</li><li>• stealing</li><li>• damaging other pupils' property</li><li>• leaving school premises without permission</li></ul>
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**This list is not exhaustive.**

\*Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others. Please refer to the school's Anti Bullying Policy for further information.

Possible sanctions at this level may include:

- In certain circumstances it may be appropriate to temporarily remove a child to a supervised location
- Loss of privileges – school tour, annual sports day
- Letter of apology
- Behaviour contract
- Suspension
- Expulsion

### **Suspension**

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered by the Principal in consultation with the Board of Management. A single incident of serious misconduct may be grounds for suspension also. Suspension will be in accordance with the Rules for National Schools and

the Education Welfare Act 2000. The Board may authorise the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property.

### **Expulsion**

Expulsion may be considered in an extreme case, in accordance with Section 23 of 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. Under Section 29 of the Education Act, 1998, parents are entitled to appeal a decision to expel to the Secretary General of the Department of Education and Science. For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Grounds for Expulsion:

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil responsible for serious damage to property.

### **Breaks**

Children will be supervised in their own classrooms as they arrive at school from 8.30a.m. to 8.45a.m./8:50a.m. at when inside at break times due to bad weather, etc. Children will be kept to their class groupings in segregated sections when outside for morning and lunch break-times.

### **Yard**

Children will have the opportunity to play and socialise with each other at morning and lunch break-times, weather permitting. The following points will help to keep the children safe on the yard:

- The class teacher/supervising teacher will walk their class to the yard.
- All classes will have a designated play area and should remain in that area (yard/all-weather).
- Children are encouraged to treat others as they would like to be treated themselves.
- Children are encouraged to be fair and inclusive when setting up their games.
- Rough play and bad language are not allowed at any time.
- Children should never leave the school grounds.
- Children are not to play near the bicycle rack area.
- Children are encouraged to maintain physical distancing.
- Children eat their lunch in their classroom before / after yard times.
- Children must ask permission from a supervising teacher / SNA to leave the yard or field, e.g., going to the toilet/to retrieve a ball.
- 3-tiered approach for misdemeanors in the yard (as attached at end of policy).
- Time out Zone marked accordingly in both Junior and senior yard.

- Children with injuries will be treated by the teacher on duty, unless of a nature serious enough to warrant the involvement of the most senior staff member available.
- Serious injuries (e.g., bangs to head, cuts, bruising) will be recorded in the Incident Book (this is kept in the secretary's office) and the class teacher will be informed of such injuries at the end of break. Teachers will inform parents/guardians if the secretary has not already contacted the parents by phone.
- It is the responsibility of the teacher on yard, to communicate all incidents she/he has dealt with, to the class teacher(s).
- At the end of breaks the children will line up quietly in straight lines at their own designated area.
- Best classes lining up receive points accordingly.
- Winning classes announced at the end of the week and receive extra yard time/Golden Time, etc.
- When the class teachers collect their class, the children should walk in single file to their classroom.

## **Yard Book**

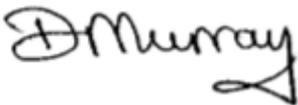
- The yard book will be kept in the secretary's office.
- Orange and Red misdemeanours will be recorded and signed by the teacher on yard.
- Each teacher to file reflection sheet given to any of their pupils once it has been completed by the pupil and signed by their parents.

## **Children with Special Educational 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, the class teacher, learning support/resource teacher, SNA and the Principal. Recommendations on psychological reports will be considered when drawing up these plans.

## **Ratification and Review**

This policy was ratified by the Board of Management on the date below and communicated to parents thereafter. It is applicable from the date below and subject to regular review by the Board of Management in consultation with parents and the teaching staff. Revised copies/updates of the policy are available on-line and issued in hard copy on request to parents/guardians.



Signed:

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Declan Murray (Chairperson, Board of Management)

Date: 31<sup>st</sup> May 2021

## School Rules

<b>White</b>	<b>Orange</b>	<b>Red</b>
Interrupting class work	Constantly disruptive in class	Bringing weapons to school
Running in the school building	Repeatedly telling lies	Deliberately injuring another person
Leaving seat without permission	Injuring another person	Aggressive/violent behaviour towards another person
Not wearing the correct school uniform	Repeated use of unacceptable language	Bullying
Being discourteous/unmannerly	Back answering a teacher	Damaging school property
Not completing homework without good reason	Refusal to work to full potential	Stealing
Breaking classroom rules set by the class teacher	Refusal to cooperate with the teacher	Damaging other pupil's property
Leaving litter around the school	Threatening another person	Leaving school premises without permission
<b>This list is not exhaustive.</b>		
<b>Consequences</b>		
Eye contact and other non-verbal cues	Behaviour contract (if applicable)	Loss of privileges – school tour, annual sports day
Verbal reprimand/warning (including advice on how to improve)	Non-participation in school event	Letter of apology
Finish incomplete work resulting from poor behaviour in class	Completion of a 'Reflection Sheet'	Behaviour contract
Note to parent in homework journal	Letter of apology (if applicable)	Suspension
Removal from group activities	Suspension: where there are repeated serious breaches of the Code of Discipline at this level	Expulsion
<b>This list is not exhaustive.</b>		

## Break Time & Yard Behaviour

White	Orange	Red
Annoying others	Running round the room	Swearing
Teasing	Rude Gesturing	Derogatory use of words to offend
One-off incident	Pushing/kicking/hurting another pupil	Sexual/Racial harassment
Lack of respect	Repeated teasing/name calling	Bullying
Taking people's belongings hats /coats etc.	Spreading rumours	Spitting
Leaving seat	Leaving the class without permission	Striking another pupil
	Misbehaving in the toilets at break time	Defacing school property
	Foul language	Verbal/physical assault on another person
	Answering back	

**This list is not exhaustive.**

### Consequences

Teacher on Yard	Teacher on Yard	Principal to be informed
Warning	Class Teacher to be informed	Parents may need to be informed
	Reflection Page	Behaviour Policy
	Removal of Privileges	Behaviour Contract

**This list is not exhaustive.**