



St. Peter's Primary School

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Code of Behaviour

1. Developing the Code:

This Code of Behaviour for St. Peter's National School was developed by the whole school community.

The Code is based on a behaviour management programme called "Working Together for Positive Behaviour": A guide for teachers and schools developed by Claire Lyons and Anne Higgins from Mary Immaculate College of Education, Limerick.

St Peter's N.S. also use PAX strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment.

The pupils are taught the rules & skills of the Code of Behaviour each year and reminded about it regularly during the year e.g. Know the Code Week.

2. Our Vision for Relationships and Behaviour

St. Peter's School Community aim to:

- Create a climate that encourages and reinforces good behaviour.
- Create a positive and safe environment for teaching and learning.
- Encourage students to take personal responsibility for their learning and their behaviour.
- Help young people to mature into responsible participating citizens.
- Build positive relationships of mutual respect and mutual support among students, staff and parents.
- Ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

Ref:- *N.E.W.B Developing a Code of Behaviour Guidelines for schools - p. 22 & 23.*

3. Mission Statement:

St. Peter's School is a Catholic school embracing a multicultural community, committed to a holistic education, nurturing the dignity and value of each individual in an atmosphere of harmony, friendship and mutual respect.

4. Standards & Expectations:

The Standards and Expectations of this Code apply to students, staff, and parents. High standards of behaviour are expected and rewarded.

Positive standards of behaviour include:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness.

The standards that the school expects from students include:

- Attending school regularly and punctually
- Doing one's best in class
- Taking responsibility for one's work
- Keeping the rules
- Helping to create a safe, positive environment
- Respecting staff
- Respecting other students and their learning
- Participating in school activities.

Unacceptable standards of behaviour include:

- Behaviour that interferes with teaching and learning
- Behaviour that is hurtful (including bullying, harassment, defiance, discrimination and victimisation)
- Threats or physical hurt to another person
- Damage to property
- Theft

5. Roles and Responsibilities:

Each person is responsible for his/her own behaviour.

Role	Responsible
Communicate the Code to Students & Staff.	Board of Management, Principal & Deputy Principal, Teachers, Homework Club Manageress, SNA's.
Communicate the Code to Parents.	Board of Management, Principal, Parents' Association, Home School Community Liaison Teacher.
Monitor Behaviour.	Board of Management, Principal, Teachers, Special Needs Assistants, Homework Club Staff.
Review the Code.	The Board of Management or the Principal will initiate a review of the code based on the views and experience of students, teachers, other staff and parents.

School Rules

- 1. Always respect yourself and others.***
- 2. Behave safely.***
- 3. Always try your best.***
- 4. Obey teachers and supervisors.***
- 5. Respect property.***
- 6. PAX Vision.***

Classroom Rules

Each September the teacher in consultation with the pupils will draw up a list of Classroom Rules. e.g.

- Listen carefully to teacher and others.
- To answer, put your hand up and don't interrupt.
- Have your books open and ready at the start of class.
- All homework must be completed and signed.
- Keep your books and copies neat and tidy.
- Keep your desk and classroom neat and tidy.
- Do your work quietly.
- PAX Vision! See, Hear, Do, Feel More, Feel Less.

6. Acknowledging Good Behaviour:

Promoting good behaviour is the goal of this code.

To encourage and promote good behaviour:

- (a) We use a school wide system of rewards based on well done tickets. 'Well Done/Maith Thú' tickets (similar in size to cinema tickets) are printed and distributed to each staff member in school. The tickets are entered into a draw. The purpose in distributing the tickets to the children is to 'catch a child being good'. A ticket can be awarded by a teacher at any time during the day and to any child in the school. This draw may be held in class or at school level and has prizes that are meaningful to the child. 'Prizes' need not cost money! The idea behind this system is that all children have a chance to be 'caught being good' by all staff and not just by their own teacher. It also provides the opportunity to reward children specifically for behaviour, which is important for children who may experience less success academically.
- (b) In class, teachers operate classroom reward systems such as Golden Time, stars, student of the week certificates and PAX good behaviour prizes.
- (c) We set and maintain clear & consistent school and class routines and procedures.

7 Responding to Inappropriate Behaviour

(a) *Agreed ways to describe behaviour:*

In responding to unacceptable behaviour, we refer to the behaviour/s in the following way:

- Nature: Accurate description of the behaviour, e.g. you broke rule number 2, Behave safely.
- Intensity: Give the child an accurate description of the seriousness of the inappropriate behaviour, e.g. Defying the teachers' instruction during class time interferes with everyone's learning / any level of physical violence is totally unacceptable.
- Persistence: Let the child know how often this inappropriate behaviour has occurred, e.g. You broke the safety rule going down the stairs 3 times this week.

(b) *Recording behaviour:*

Our recording system 'Aladdin' allows us to record behaviours when required on our log of actions.

We also use a standard form to record track, systematically and consistently any student's behaviour that is a cause of concern.

See Appendix 1.

(c) *Consequences*

The agreed ladder of intervention in response to inappropriate behaviour is:-

1. ***Verbal Warning***
2. ***Record name in incident book - with lines***
3. ***Loss of privileges***
4. ***Send to other teacher***
5. ***Referral to principal***
6. ***Communication with parents***
7. ***Sign behaviour contract***
8. ***Suspension***
9. ***Expulsion***

The order of consequences can be amended/adapted depending on the need/situation.

8. Bullying & Harassment

St. Peter's N.S. has a policy to prevent and address bullying and harassment. We teach the Stay Safe Programme.

We aim:

- To create an atmosphere that is safe, non-threatening and conducive to learning for every pupil.
- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents and guardians.

9 Where this Code Applies

The Standards and Rules contained in St. Peter's N.S. Code of Behaviour apply to any situation where the student is the responsibility of the School or Afterschool Project e.g. School tours, games and extra-curricular activities and attendance at events organised by the school.

10. Policies & Procedures for Suspension and Expulsion

Suspension is defined as "requiring the student to absent himself/herself from the school for a specified, limited period of school days." NEWB Code of Behaviour Guidelines page 70.

Authority to Suspend: The Board of Management/Principal has the authority to suspend a student.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension. School staff will have reviewed the reasons why these have not worked. 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 or person.

A single incident of serious misconduct may be grounds for suspension.

Immediate suspension may be necessary in exceptional circumstances where the continued presence of the student in school would be a serious threat to safety. Suspension should be part of an agreed plan to address the student's behaviour.

The suspension should:

- Enable the school to set behavioural goals with the student and their parents
- Give school staff an opportunity to plan other interventions
- Impress on a student and their parents the seriousness of the behaviour.

Procedures in respect of Suspension

Fair procedures must be applied.

1. Inform the student and their parents about the complaint, how it will be investigated and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter.
2. Give parents and student an opportunity to respond. A meeting between student, parents and the school will be organised. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

The Principal should notify the parents and the student in writing of the decision to suspend. The letter should confirm:

- The period of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29)

After the suspension ends:

The school will arrange for a member of staff to provide support to the student during the re-integration process. The student will be given the opportunity and support for a fresh start.

Records & Reports:

Formal written records will be kept of:-

- The investigation (including notes of all interviews held)
- The decision-making process
- The decision and the rationale for the decision
- The duration of the suspension and any conditions attached to the suspension.

The Principal will report all suspensions to the Board of Management including the reasons for and duration of each suspension.

The Principal is required to report suspensions to the National Education Welfare Board as per Education (Welfare) Act 2000 Section 21 (3).

Expulsion:

The Board of Management has the right to expel a student. The grounds for expulsion may be similar to the grounds for suspension. Factors such as the degree of seriousness and the persistence of the behaviour, having tried other interventions are key.

Expulsion for a first offence may be used in exceptional circumstances.

Procedures in respect of expulsion:

1. A detailed investigation carried out under the direction of the principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Ref: N.E.W.B. Developing a Code of Behaviour Guidelines for Schools, 2008 (P. 83 - 86) for further details on procedures outlined above.

11 Absence - Notifying the School.

Due to safety and child protection concerns, it is important to let the school know when a child is absent after 2 days:-

1. **Email** the School Secretary (stpetersabsent@gmail.com) on the **first day** of absence . Give details of the reason for absence.
2. On returning to school your child should **bring a signed note or doctor's cert to the teacher.**
3. If a child is absent and the school is not informed the parents/guardians will be contacted.

12 Concerns and Complaints about a behaviour matter:

Informal complaints and concerns should be addressed to the teacher in charge. Formal complaints should be addressed to the pupil's teacher in the first instance. Following this if the matter is unresolved a complaint should be addressed to the Principal. If the complaint concerns the behaviour of a staff member it should be addressed to the principal or the Board of Management. Parents have the right to address a formal complaint to the Board of Management. The right to appeal to the Secretary General of the Department of Education and Science detailed under the Education Act 1998, Section 29.

Appendix 1

Behaviour Frequency Recording Sheet

1. Name of teacher:
2. Class:
3. Name of Child:
4. Week starting :

Description of individual behaviour to be tracked:

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Day	Tick for frequency of behaviour					Comment
	9.00-11.00	Break	11.15-1.00	Lunch	1.30-3.00	
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Considerations:

Is there a pattern emerging in terms of :

1. Time of behaviour;
2. Location where behaviour occurs;
3. Specific day when behaviour is more/less frequent;
4. Antecedents;
5. Lesson being taught at time of disruption?

Letter to Parents 1

Parent's/Guardian's Name,
Parent's/Guardian's Address,

Date

Dear Parents/Guardians,

As you are aware I really value the help and support of all parents so that together we can help children get the best out of school. When we work together the child is always the winner!!

I am writing to let you know that there has been a problem within relation to his/her behaviour. As you are aware we have agreed rules, rewards and consequences in our classroom and in our school. On this occasion, our school rule No. 2 was broken, (disrespectful behaviour to school staff), and it was necessary to impose consequence No. 3, which means will not be going out to play in the yard for three days.

I would be grateful if you would discuss this issue with and help him/her to understand how important it is to keep these rules to which we have all agreed.

If you need to speak to me on this or any other matter please do call to the school. The best time to meet me

Your support is most appreciated,

Teacher's Name

Letter to Parents 2

Parent's/Guardian's Name,
Parent's/Guardian's Address,

Date

Dear Parent/Guardian,

As a class teacher I really value the help and support of all parents so that together we can help children get the best out of school. When we work together the child is always the winner!!

As you are aware there was a problem recently in relation tobehaviour. Thank you for coming down to discuss this issue with me at the time. (Unfortunately we did not get an opportunity to discuss this issue at the time) There are still some difficulties, and I would really value the opportunity to speak to you about this issue. I am very anxious to solve the problem as soon as possible as I believewill be much happier at school and make better progress when his/her behaviour improves.

Please call to the school as soon as possible so that we can make progress together to solve this issue. The best time to meet me is ...

Your support is most appreciated,

Teacher's Name

Suspension Letter

Parents Names

Parents Address

Date

Re: Student's Name, Date of Birth

The Board of Management/Principal of St. Peter's N.S. has decided to suspend (Students Name) for ____ days starting on (start date) and finishing on (end date) (inclusive).

The suspension is being enforced because:

- 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.

(Student's name) should complete the attached work during the suspension period.

On returning to school (student's name) and his/her parents must reaffirm in writing their commitment to St. Peter's School's Code of Behaviour.

This suspension may be appealed to St. Peter's N.S. Board of Management by contacting The Chairperson at St. Peter's NS, Excise Street, Athlone, co. Westmeath before (date).

Parents and student's have the right to appeal this suspension to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29).

If you require any further details please do not hesitate to call me.

Yours sincerely,

Naos Connaughton,
Principal.

Ratification:

The B.O.M. of St. Peter's N.S. ratified this policy on: 18/06/24

Date: _____

Signed: _____ **Chairperson**