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Glinsk N.S.



Glinsk,
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Code of Behaviour, Discipline & Conduct

DEPARTMENT OF EDUCATION

Rule 130 of the rules for National Schools (amended by Circ. 7/88)

SCHOOL DISCIPLINE

1. The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. This code should be formulated by the principal and the teaching staff in consultation with parents and be approved by the Board.
2. Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness combined with firmness and should aim at governing them through their affections and reason and not by harshness and severity. Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence should not be used in any circumstances.
3. The use of corporal punishment is forbidden.
4. Any teacher who contravenes section (2) or (3) of this rule will be subject to severe disciplinary action.
5. Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal to exclude a pupil or pupils from school the maximum initial period of such exclusion shall be three school days. A special decision of the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.
6. No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil at another suitable school.

SCHOOL STAFF-PUPILS-PARENTS- BOARD OF MANAGEMENT

Good discipline in our school rests on the overall pattern of relationships among the four main partners at local level. Co-operation between parents and teachers is vital and an awareness of the complementary role that each can play is essential in signposting the road for young adults of tomorrow.

Every effort is made by the principal and staff to ensure that parents are kept fully informed. The realisation that the success of the pupil can depend, to a large extent, on the School/Home relationship must never be forgotten.

It is expected that parent and teacher will work together and communicate regularly to promote the best interests of each child. Underlying problems can often affect the child's behaviour at school and such problems, if communicated in confidence to the class teacher, can assist the school staff in ensuring that all steps are taken to make the child's time at school as fulfilling as possible.

It is also clear that when children experience a secure, structured, and disciplined home life they can relate more easily to the disciplinary demands which may be made of them at school.

It is strict school policy that teachers honestly inform parents of their children's' progress at school in all areas of school life. A parents should always have a clear account of any difficulties being experienced by the child. In this regard it is strict policy that parents are fully informed, from the outset, of instances of serious misbehaviour or repeated instances of minor misbehaviour or repeated instances of minor misbehaviour. It is essential that parents are involved at an early stage and not as a last resort. Such misbehaviour should, ideally, be examined as a combined responsibility between teacher and parent.

A range of activities involving parental participation will help to establish positive links with parents. The principal and staff will ensure that the school provides a welcoming atmosphere which encourages parents to become involved.

In considering "Discipline" we may be inclined to think of it as a process which is engaged only when dealing with unwanted or errant behaviour. The staff of Glinsk National School regard "Discipline" as an integral, inbuilt part of the complex web of relationships existing within the school.

The primary purpose of the school's code of discipline will be to create a caring community within the school where young people can learn to be responsible and compassionate. The teacher-pupil relationship should be warm and empathetic. All pupils have a right to receive encouragement, support, and equality of esteem. As young human beings their need for a sense of belonging and inclusiveness should always be met. (The ethos of the school shall not be to control or to buy compliance.)

In any consideration of the Pupil-Teacher relationship the dignity of the child is of utmost importance. Thus, any measures which could possibly lead to a child developing a negative self-image are NOT acceptable within the school framework (e.g., negative labelling).

The overall responsibility for discipline within the school rests with the principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises.

A pupil who excels in any sphere of activity within the school may be referred to the principal so that exemplary work or behaviour can be recorded and rewarded.

Similarly, a pupil will be referred to the principal for serious breaches of discipline and for repeated incidents of minor misbehaviour.

SCHOOL MANAGEMENT

School management and organisation can have a positive effect on "Discipline" by providing a framework which seeks to minimise opportunities for misbehaviour.

Examples of such Organisation within the school include:

- Yard Supervision.
- Allotting specific seats on bus to each pupil.
- Provision of adequate recreational facilities.
- Encouraging a caring approach among pupils.
- Provision of adequate educational equipment so that pupils are motivated.
- All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil so that boredom, lack of interest and lack of progress is reduced.
- Maintaining the school and its grounds to a high standard with emphasis on hygiene, health and safety.

FACTORS WHICH MAY INFLUENCE BEHAVIOUR

- Cognisance must be taken of the Social, Economic, and Environmental factors in the life of each pupil:
- Social and material deprivation can be reflected in behaviour in the classroom or in the schoolyard.
- Family influences and changing lifestyles can affect the emotional and psychological development of children.
- Increased emphasis on individual rights has encouraged the growth of Individualism and Materialism with less emphasis on the rights of others.

SCHOOL ETHOS AND AIMS OF CODE OF DISCIPLINE

The ethos of the school is a major factor in establishing and maintaining high standards of behaviour. This points to the importance of a strong sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents, Parents' Association and the Board of Management. This school places a great emphasis on the need to give the children every possible opportunity to develop patterns of good behaviour. The aim is to ensure that the individuality of each child is accommodated which at the same time acknowledging the right of each child to education in a relatively disruption free environment.

AIMS OF CODE OF DISCIPLINE:

The code of discipline aims to achieve:

- (a) The efficient operation of the school and the structuring of in-class discipline so that there exists an efficient and stimulating learning environment.
- (b) The maintenance of good order throughout the school and respect for the school environment.
- (c) The development of self-discipline in pupils based on consideration, respect and tolerance for others.
- (d) The accommodation of the individuality of each child and acknowledging the right of each child to a relatively disruption free environment.
- (e) An awareness in the pupils of their rights and an awareness of the responsibilities that come with these rights.

PRINCIPLES OF DISCIPLINE POLICY:

If the school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes constructive behaviour and discourages unacceptable behaviour. The school code places a greater emphasis on rewards than on sanctions, and the basis is that pupils will acquire the skills of self-discipline. There are times however when it may be necessary to impose sanctions in order to maintain good order, and to discourage offenders. The school recognises the variety of differences which exist between children, and the need to accommodate these differences. School rules are kept to a minimum, and are devised with regard for the health, safety, and welfare of all members of the school community.

STRATEGIES FOR GOOD BEHAVIOUR:

If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and wisely.

1. Respect and Courtesy

All pupils are expected to treat staff, their fellow pupils and visitors with respect and courtesy at all times. The school considers that all members of the school should strive towards a high level of good manners. Aggressive, threatening or violent behaviour will be regarded as serious or gross misbehaviour, depending on the circumstances. Polite language is expected from pupils at all times.

2. Punctuality

All pupils are expected to be present for the start of classes in the morning. The school closes at 3:00 pm and no responsibility is accepted for pupils after that time. [Once a child enters the school premises, they may not leave it again without the express permission of the Class Teacher or Principal.] When the bell is rung at the end of classes pupils are expected to return, without delay, to their classrooms in an orderly fashion.

3. Absences

Every absence of a pupil must be accounted for either by forwarding a note or by making direct contact with the school. If a child wishes to leave school early a written note must be given to the teacher unless the child is being collected personally by a parent.

4. Illness

Any infectious illness should be notified to the school immediately.

5. Personal Property

Children should have their names on their coats, uniforms, and other personal property such as schoolbooks, copies, etc.

6. School Property and the School Environment

Pupils must respect all school property and keep the school environment clean and litter free. It is expected that School property and equipment will be treated with respect - and the defacing of such is strictly forbidden.

7. Safety:

Children should never climb railings, walls, or fences. Due to confined spaces pupils are expected to walk in single file in the school corridors and classrooms. Similarly, running between buildings or around corners is forbidden.

8. School Lunches:

All pupils are expected to have a healthy, nutritious lunch which enables the child to perform while at school. Fizzy drinks, sweets, chocolate, and crisps are not acceptable as part of the school lunch. Pupils are always encouraged to eat fruit as part of a healthy diet.

Behaviour in Class:

1. Pupils must have all books and required materials.
2. Pupils are expected to work to the best of their ability, and to present written exercises neatly.
3. Pupils are to show respect for their class-mates and follow their teacher's instructions.
4. Any behaviour which interferes with the rights of others is unacceptable.

Behaviour out of Class:

1. Pupils must always behave in a way which protects their own safety and the safety of others.
2. Instructions of the supervising teacher must be complied with at all times.
3. Any form of threatening behaviour is totally unacceptable. In the event of any child being a victim of bullying, teachers must be told so that the matter can be dealt with urgently and effectively.

Homework:

1. It is the policy of the school to assign homework on a regular basis. All homework should be written neatly into the School Homework Diary. Assignments should match the curriculum and aptitude of each pupil.
2. Parents are strongly encouraged to take an active interest in their child's homework. If homework is causing any concern or worry for the pupil, parents are asked to contact the class teacher.

Rewards For Good Behaviour:

The affirmation of good behaviour is a key component of School policy and rewards such as the following will be regularly employed:

- Verbal praise of pupil/pupils
- Reward systems (stars, prizes, certificates)
- Plaques or other prizes for school projects
- Giving of privileges
- Homework-free nights
- Written note on Homework Diary, dated and signed by teacher indicating a specific instance of exemplary conduct, improved behaviour or improved effort in general.
- Films or videos for class viewing
- Referral to Principal so that particular acts of good work or behaviour can be recorded and affirmed.
- Giving "jobs"
- Good behaviour must be seen to be rewarded

Sanctions which may be used to discourage misbehaviour which may or may not be in the following order depending on the misbehaviour

- Reasoning with pupil.
- Reprimand - including advice on how to improve.
- Temporary separation from peers and friends. (This will normally be in another classroom)
- Teacher will keep a written and dated record in a class diary of recurring minor incidents or instances of serious misbehaviour and report same to principal.
- Communication with parents
- Loss of privileges.
- Detention during breaks.
- Prescribing extra work.
- Referral to Principal.
- Parents invited to meet class teacher and Principal. (Actions in line with Department of Education Rule 130 may be considered at such a meeting.)

Other sanctions not listed above may be used where appropriate

Role of Parents:

The support and co-operation of Parents are essential to the effective operation of this Code.

Review of Code:

This Code may be reviewed as required. Copies will be available to parents whose agreement will be sought on the final draft of the Code.