



ST. ATTRACTA'S SENIOR NATIONAL SCHOOL
MEADOWBROOK, DUBLIN 16

SCOIL SHINSIREACH NAOMH ATHRACHT
CLUAIN GHLAISE, ÁTH CLIATH 16

UIMHIR ROLLA: 19716B

School Patron: ARCHDIOCESE OF DUBLIN

Code of Good Behaviour

2024

Ar aghaidh le chéile

Scoil Shinsireach Naomh Athracht, Cluain Ghlaise, Áth Cliath 16
Code of Good Behaviour
St. Attracta's Senior National School, Meadowbrook, Dublin 16.

Mission Statement

St. Attracta's Senior National School is a Catholic co-educational primary school which provides a happy caring and secure learning environment in which the individual student is encouraged to achieve his/her full potential. St. Attracta's Senior National School promotes excellence in teaching and learning. The school community that we create is welcoming, safe, respectful and inclusive of all its members. All aspects of the child, academic, spiritual, moral and cultural are cherished.

INTRODUCTION

This code has been drafted following collaboration between principal, staff, pupils, parents and the Board of Management of St. Attracta's SNS. This code has been formulated in order to provide a happy, effective and safe learning environment, where all children can develop socially through living and co-operating with others, therefore contributing to the good of society. In St. Attracta's Senior National School, we adopt a positive approach to discipline and learning. We aim to work together in a respectful, caring and Christian community, in which the care of the individual student is the concern of all staff members. As is delineated below, this Code of Good behaviour specifies:

1. The standards of behaviour expected of pupils attending the school.
2. The measures in place within the school to create a positive school climate and how it encourages positive behaviour.
3. The various categories of misbehaviour when a pupil fails or refuses to observe those standards.
4. The procedures and sanctions to be followed in dealing with such misbehaviours.
5. The procedures in place before a pupil may be suspended or expelled from the school.

The school acknowledges that parents/guardians (from here on referred to as parents) are the primary educators of their children and it appreciates the important role parents play in supporting standards of good behaviour in school. Parents can co-operate with the school by encouraging pupils to abide by school rules, by visiting the school when requested to do so by the principal or other members of staff.

Aims of the Code of Behaviour:

- The aim of the Code of Good Behaviour is to ensure that each child enjoys a happy, supportive and secure environment during their time in St. Attracta's.
 - To allow the school to function in an orderly and harmonious way by establishing the school's expectations regarding behaviour and procedures.
 - To ensure the safety and wellbeing of all members of the school.
 - To enhance the learning environment where children can make progress in all aspects of
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their development.

- To create an atmosphere of respect, tolerance and consideration.
- To promote positive behaviour in the school.
- To recognise the differences between children and the need to accommodate these differences.
- To ensure that the rules and procedures in the school are implemented in a fair and consistent manner.
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these systems.

It is most important that clearly defined guidelines for behaviour be known and understood by all of our pupils, and that pupils see parents and teachers working together in the implementation of these guidelines both inside and outside of the school. Our motto **Ar aghaidh le chéile**, which means **Forward together**, is a vision we have of pupils, parents, teachers and all school staff working together to foster a happy and caring atmosphere in our school.

Every effort is made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The overriding principle governing this code is respect – respect for ourselves, for others and for property.

We are highly cognizant of the fact that some children may not fully understand or may not be fully able to comply with set school rules. Consideration will be taken in individual circumstances with regard to sanctions given. However, the needs of all pupils must be taken into account and no one pupil's behaviour should compromise the education, safety or wellbeing of other pupils. We understand the challenges facing some of our pupils and will endeavor to work together in partnership to ensure a safe learning environment for all our pupils.

It is school policy to inform parents at an early stage if problems occur and not simply at the point where possible suspensions are involved. The overall responsibility for discipline within the school rests with the principal and deputy principal. Each teacher has responsibility for discipline within his/her classroom, while sharing a common responsibility for good order within the school premises.

The following guidelines are brought to the attention of parents and pupils at the start of each school year:

Guidelines for Good Behaviour in St. Attracta's Senior School

1. Be on time for school with everything you need. School starts at 8.50a.m.
2. Treat all staff, pupils and school property with care and respect.
3. Behave well and do as school staff tell you to.
4. Always do your best. Work quietly. Let others do the same.
5. When moving around the school walk quietly and carefully.
6. Wear full school uniform tidily.
7. Follow school rules and routines.

ENCOURAGING GOOD BEHAVIOUR

POSITIVE REINFORCEMENTS USED IN OUR SCHOOL

There are a number of positive reinforcements and rewards which teachers use in their classes, both to encourage hard work and good behaviour. These include:

- Praise in homework journal/copybook.
- Praise by teacher, sometimes resulting in a visit to the principal for acknowledgement.
- A note to parents acknowledging improvement.
- Individual or group rewards given in classes using points system / various classroom management strategies.
- Extra computer, library, PE or playtime
- Stars / merit stickers / stamps.
- Certificates for reading, spellings, teamwork, attendance, kindness
- Homework passes
- Class Do Jo
- Class Raffles
- Two stars and a Wish
- Structured Golden Time
- Art Wall of Fame
- Assembly acknowledgements
- Kindness of the Week Award
- Marks and presentations for Project Work
- Performances Singing/Drama in the class.

However, we endeavour to ensure that rewards do not become the goal of learning or result in unhelpful competition.

SANCTIONS FOR MISBEHAVIOUR

The purpose of a sanction is to bring about a change in behaviour by:

- helping pupils to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping them to learn to take responsibility for their behaviour.

In instances of more serious breaches of school standards, sanctions may be needed to prevent serious disruption of teaching and learning and to keep the pupil, other pupils or adults, safe.

The following strategies may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil
- Reprimand (including advice on how to improve)
- Prescribing additional work
- Temporary transfer to another class
- Loss of privileges
- Referral to principal or deputy principal
- Communication with parents
- Detention during a break
- Change of seating arrangements in the classroom if appropriate
- Suspension (temporary)

While our aim is to be as positive as possible, occasionally children do misbehave. The deputy principal takes responsibility for administration and record-keeping in relation to behavioural incidents.

This misbehaviour is categorised under three headings:

- A** Minor Unacceptable Behaviour.
- B** Serious Unacceptable Behaviour.
- C** Very Serious Unacceptable Behaviour.

We use a Yellow Copy and/or Pupil Behaviour Reflection Form to keep a record of misbehaviour during the school day. All misbehaviours are also recorded on Aladdin. A sample copy of the Pupil Behaviour Reflection Form is included at the end of this policy. These forms can be utilized by the class teacher to encourage the child to reflect on their behaviour and understand how they can change their behaviour moving forward. A Yellow Copy note is sent home with the child and must be signed by the parent before returning it the following day. This note is only applicable to a serious unacceptable behaviour offence. No note is warranted for a minor unacceptable behaviour offence.

CATEGORIES OF MISBEHAVIOUR

Verbal warnings are not dealt with here but can be understood as an isolated or less serious incident of the minor unacceptable behaviours outlined below. These are monitored by the class teacher and not formally recorded on Aladdin.

A. MINOR UNACCEPTABLE BEHAVIOUR (BACK OF THE YELLOW COPY)

- Running on corridors or any place children should be walking.
- An isolated incident of (tame) name-calling.
- Not lining up properly in the yard / rough play at yard time / pushing in the line / minor misbehaviours on yard / use of bad language while on yard / being out of bounds.
- Regularly: disrupting class / talking in class / messing in class / talking out of turn in class / not following teacher's / ANA's instructions.
- Passing notes in class.
- Not doing / forgetting homework more than once and no note provided.
- Being unkind / mean to classmates / other pupils in the school.
- Walking around the classroom without a valid reason during class time and lunchtime.
- Poor effort exerted in class / incomplete work assignments on a regular basis.
- Cycling in school grounds.
- Disorganisation (despite assistance and teaching provided on org skills)
- Intentional act done with forethought e.g. pushing / tripping / name calling.
- Nasty / offensive comments (depending on severity).
- Disrespectful language or tone towards school personnel / peers.
- Persistent talking or noisemaking during activities that require silence or focus / regularly distracting others.

Minor Unacceptable Behaviour on a **regular basis** will be considered Serious Unacceptable Behaviour and will be dealt with accordingly. **Three** minor unacceptable behaviour offences will automatically mean a serious unacceptable behaviour and be recorded as a front entry in the yellow copy.

B. SERIOUS UNACCEPTABLE BEHAVIOUR (FRONT OF YELLOW COPY)

- Physical aggression / fighting: Any form of physical violence or aggression towards peers.
 - Verbal abuse: racist remarks, gender related abuse, slagging, jeering, nasty name-calling, use of profanities towards another pupil.
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- Bullying: Repeated, intentional, and harmful behaviour towards a peer including verbal, social, or physical bullying.
- Persistent defiance: Ongoing refusal to follow school rules or teacher instructions despite previous interventions.
- Vandalism: Deliberate damage to school property or the property of others.
- Severe disrespect: Consistent use of disrespectful language or tone towards teachers, staff, or peers.
- Theft: Stealing personal belongings, school property, or the property of others
- Harassment: Repeated and unwanted behaviour, including verbal, written, or physical actions, that create a hostile environment.
- Forgery: Forging signatures, notes, or other documents to deceive school staff.
- Inappropriate physical contact: Any form of physical contact that is disruptive, aggressive, or goes against school rules.
- Ignoring or talking back to the teacher / ANA: Disregarding instructions or responding in a disrespectful manner.
- Repeated failure to follow classroom rules: Consistently breaking established rules within the classroom, continuously not completing homework or class-based activities.
- Dishonesty: Deliberate deception or providing false information.
- Unauthorized use of electronic devices: Use of electronic devices during class without permission.
- Repeated disruptions to the learning environment: Continual disruptions that significantly disrupt the teaching and learning.
- Repeated and serious breaches of safety rules: Actions that compromise the safety of oneself or others, pulling chair from underneath another child.
- Persistent refusal to comply with school policies: Repeated violations of school policies that are considered serious.
- Anti-social behaviour: spitting at an individual, interfering with other children's clothes in a rude way, etc.
- Regular sly/underhanded behaviour

Serious Unacceptable Behaviour on a **regular basis** will be considered Very Serious Unacceptable Behaviour and will be dealt with accordingly.

C. VERY SERIOUS UNACCEPTABLE BEHAVIOUR

These misbehaviours are outside the remit of the yellow copy and the Principal / Deputy Principal should be informed immediately.

- Physical assault: any form of physical violence or aggression towards a staff member.
 - Bad language or rude gestures to teachers/school personnel.
 - Open defiance of teacher's instruction.
 - Serious / malicious vandalism of school property.
 - Possession of cigarettes, alcohol, drugs or other prohibited substances on school premises.
 - Leaving the school premises without permission / mitching from school.
 - Persistent bullying.
 - Unauthorized use or possession of dangerous items: Bringing or using items that pose a danger to oneself or others, such as weapons, drugs, or other harmful substances.
 - Sexual misconduct: Inappropriate behaviour of a sexual nature, including harassment or assault.
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DEALING WITH MISBEHAVIOUR

The following are the steps to be followed in dealing with **Unacceptable Behaviour**

Categories	Sanctions	Who?
Minor Unacceptable Behaviour	<ul style="list-style-type: none"> • Teacher deals with this appropriately either by verbal correction or by an entry into the back of the yellow copy (No note needed) • All back of the yellow copy entries are recorded on Aladdin. • Other sanctions may be used here including: <ul style="list-style-type: none"> ➤ Time out ➤ Sent to another class ➤ Extra homework 	<ul style="list-style-type: none"> • Class teacher • Staff member must inform the class teacher if the incident occurred on yard
Serious Unacceptable Behaviour	<ul style="list-style-type: none"> • Front of yellow copy entry with written exercise or behaviour reflection form. This is to be signed by parent(s)/guardian(s) and returned by the pupil the following day. • All front of the yellow copy entries are recorded on Aladdin. • Other sanctions may also be used here: <ul style="list-style-type: none"> ➤ Removing of a privilege ➤ Apology note ➤ Sent to another class ➤ Extra homework ➤ Detention 	<ul style="list-style-type: none"> • Class teacher / teacher on yard duty / deputy principal / principal sends note home with the child to be signed. • If repeated, the class teacher organises a meeting with the parents to discuss the child's behaviour.
Very Serious Unacceptable Behaviour	<ul style="list-style-type: none"> • These are outside the remit of the yellow copy and the principal / deputy principal should be informed immediately. • Parents are also informed • Suspension • Exclusion 	<ul style="list-style-type: none"> • Teacher • Principal / Deputy Principal • BoM • Parent

- If any child gets three subsequent back entries in the yellow copy, this automatically equates to a front entry and a written exercise is given.
- After four entries in the front of the yellow copy the child is cautioned that a fifth misbehaviour will result in parents being sent for and detention at break time. The child in question is subsequently kept in from the yard for a week (at both breaks). An appropriate written exercise is given by the child's class teacher for each period of detention.
- A child, who has been in breach of the school's rules and routines, either in class or outside of the classroom on a regular basis may be deprived of school excursions.

SUSPENSION

In the case of Very Serious Unacceptable Behaviour, the Board authorises the Chairperson or Principal to sanction an immediate suspension, as per Rule 130(5) below, pending a discussion with the parents.

RULE 130 (5) OF THE RULES FOR NATIONAL SCHOOLS

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 Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

- The parents/guardians will be contacted via email / phone call and will be invited to meet with principal and or Board of Management to discuss the proposed suspension.
- The Board of Management has delegated responsibility for suspension to the principal in the event that an immediate suspension of a pupil is warranted.
- A written statement of terms, reason for suspension and dates of the proposed suspension will be given to parents/guardians. (Please see suspension form at the end of this policy)
- Copies of all forms / correspondence will be retained and stored in the principal's office.
- A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective.
- When a child returns from suspension, he/she is obliged to meet in the office with the principal and the child's class teacher on his/her return accompanied by his/her parent. Parents will be asked to give an undertaking that the pupil will behave in an acceptable manner in the future. If the situation does not improve, despite parents' and teachers' best efforts, the pupil may have to be expelled. Expulsion will be in accordance with the Education (Welfare) Act 2000 Section 24.
- As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal and or Board of Management.

EXPLUSION

Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. A suspension, if warranted will adhere to the TUSLA guidelines (pgs 83-86) and will be strictly followed as outlined below.

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

The parents/guardians will be informed of the Board's decision and the reasons why in writing. In the event that the Board of Management decides to expel a pupil, the Educational Welfare Officer will be notified immediately of both this decision and the reasons for the expulsion. The commencement date for the expulsion will be 20 days after the notice of decision to expel. When all appeals processes have been exhausted and the school has expelled a pupil, the pupil's expulsion will be reported on the pupil absence report Form.

PUPILS WITH ADDITIONAL NEEDS

Pupils with additional needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in relation to regularity and level of sanctions. Sanctions may be needed to help a student with additional educational needs to learn about appropriate behaviour and skills, as in the case of any pupil. However, teachers take particular care that they help the student with additional needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students, including those with additional needs.

BEHAVIOUR OUTSIDE SCHOOL

For breaches of the code of behaviour outside of school times, of which the school is made aware, for the most part the discipline policy of the school will not be imposed. Rather, parents will be notified and asked to deal with the issue themselves. The standards and rules contained in the code of behaviour would however apply in any situation where the student, although physically outside the school, is still the responsibility of the school. Examples include school tours, games, extracurricular activities and attendance at events organised by the school. Pupils are regularly reminded that while wearing the school uniform, they are representing St. Attracta's Senior School and that as such, their behaviour should always be of the highest standard.

MONITORING/EVALUATION/REVIEW

A copy of this Code of Good Behaviour is made available to all parents. All parents are asked to study the code and to sign and return the form attached, indicating their agreement with its terms.

It is a condition of attendance at this school that pupils abide by the rules and procedures in this Code of Good Behaviour. All members of the teaching staff along with students and the Board of Management have been involved in the preparation of this code.

This code will be reviewed occasionally and as deemed necessary.

This Code of Good Behaviour was reviewed, amended and ratified by the Board of Management at its meeting on **Monday 11th March 2024.**

Alice O'Flynn,

Shane Maguire,

Chairman

Príomh Oide

Dáta: _____

Dáta: _____



Pupil Behaviour Reflection Form	Pupil's Name:	Date:
	Class & Teacher:	Time of Incident:

The school rules I chose not to follow:

What happened?

My reasons:

What I could have done differently?

Pupil Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Parent(s)/Guardian(s) Signature: _____ Date: _____



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SUSPENSION FORM

Pupil's Name: _____

Class Teacher: _____

Reason for suspension: In-class Out of class

Was Chairman of Board of Management informed? Yes No

Were the Garda Síochána informed? Yes No

Date of suspension: _____

Date of return after suspension: _____

Has this child been suspended before? Yes No

Did parents/guardians accompany child on return to school? Yes No

Signature of class teacher: _____

Signature of deputy principal: _____

Signature of principal: _____

