

# Drung (No.2) Central N.S.



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## **CODE OF BEHAVIOUR**

Drung Central N.S. places great emphasis on the need to give each child every possible opportunity to develop good patterns of behaviour. This policy should ensure that parents of pupils in Drung Central N.S. have a clear picture of the standard of behaviour required from the pupils, the sanctions that may be applied and the input required from parents in ensuring the highest standards of behaviour from the children. This Code of Behaviour has been compiled in accordance with the National Educational Welfare Board's Guidelines "Developing a Code of Behaviour: Guidelines for Schools."

The Board of Management places responsibility on parents/guardians for ensuring that their children co-operate with the Code of Behaviour in an age appropriate way in accordance with the Department of Education's Rules for National Schools. A copy of this code has been made available to all parents.

The School Rules form an important part of the Code of Behaviour. The Code of Behaviour provides the framework within which the members of the school can work together in a happy and secure environment. They help to promote the system of values on which life in the school is based. The Rules ensure that each individual is respected and that he/she is free to develop his/her own particular gifts and talents.

Good discipline in our school depends upon respect and co-operation between pupils, parents and teachers and every effort is made by the principal and staff to ensure that parents are kept well informed. A consistent attitude between parents and teachers is essential to the well-being of all pupils.

In devising this Code of Behaviour, consideration has been given to the particular needs and circumstances of Drung (No.2) Central N.S. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of the child to education in a relatively disruption-free environment.

### **Aims of the Code of Behaviour:**

- (a) To create an ordered environment in which all children can feel secure and make progress in all aspects of their development.
- (b) To foster in each child, a sense of pride and respect for his/her own work and property and that of others.
- (c) To develop pupils' self-esteem through promoting positive behaviour and self-discipline based on respect and consideration for others.
- (d) To enable teachers to teach without disruption thus adopting a positive approach towards maintaining behaviour standards in the school.
- (e) To provide guidance for pupils, teachers and parents on behavioral expectations.

### **Principles of the Code of Behaviour:**

- (a) The school endeavours to provide a framework that promotes constructive behaviour and discourages unacceptable behaviour.
- (b) The school recognises the variety of differences that exist between children and the need to respect and accommodate these differences.
- (c) The school places emphasis on positive reinforcement of good behaviour in the belief that this will give positive results.
- (d) It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.

- (e) Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.
- (f) School rules are devised with regard for the health, safety and welfare of all the community of Drung Central National School.
- (g) Children are expected to comply with the school rules while attending school based activities outside of the school grounds e.g. school tours, sports day, church services, etc.

### **The Rights of Pupils**

Pupils have the right to expect to:

- be treated fairly, consistently and with respect;
- learn and to be educated in a relatively disruption-free environment;
- be safe from bullying and abuse;
- have their individual differences recognised and catered for;
- be listened to, and to question, at appropriate times;
- make mistakes and to learn from them;
- have positive behaviour affirmed;
- have misbehaviour dealt with appropriately.

### **The Rights of Teachers and Ancillary Staff**

Teachers and ancillary staff have the right to expect to:

- be treated with respect;
- teach in a safe, well-maintained physical environment, relatively free from disruption;
- support and co-operation from colleagues, ancillary staff and parents in order to achieve the school's aims and objectives;
- appropriate support services to cater for the psychological, emotional and physical needs of the pupils;
- be listened to, and participate in decision-making which affects their own work and that of the school in general;
- an atmosphere that encourages professional development;
- support and professional advice from the board of management, Department of Education and Science, National Education Welfare Board, National Council for Special Education and National Educational Psychological Service.

### **Parents'/Guardians' Rights**

Parents and Guardians have the right to expect to:

- be treated with respect;
- have a safe and welcoming environment for their child;
- obtain recognition of individual differences among pupils, having due regard for the resources that are available;
- have fair and consistent procedures applied to the school's dealings with pupils;
- communicate with teachers on matters of mutual interest or concern;
- have contact at an early stage to discuss difficulties / problems;
- receive progress reports in accordance with agreed school policy;
- be consulted in relation to the school's code of behaviour.

### **Responsibilities for Behaviour**

The overall responsibility for behaviour within the school rests with the Principal Teacher. The second teacher has responsibility for the maintenance of discipline within her classroom while sharing the responsibility for good order within the school premises and grounds. The second teacher can decide at her own discretion and professional judgement to refer a pupil to the Principal Teacher for breaches of the Code of Behaviour.

### **Board of Management's Responsibilities**

- Provide a comfortable and safe learning environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.
- Adhere to the responsibilities outlined in the School's Covid-19 Response Plan for the Safe and Sustained Reopening of Primary Schools.

### **Principal's Responsibilities**

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code as required.
- Adhere to the responsibilities outlined in the School's Covid-19 Response Plan for the Safe and Sustained Reopening of Primary Schools.

### **Teachers' Responsibilities**

- Support and implement the school's Code of Behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare for and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- Adhere to the responsibilities outlined in the School's Covid-19 Response Plan for the Safe and Sustained Reopening of Primary Schools.

### **Parents/Guardians' Responsibilities**

Parents/Guardians are expected to:

- encourage pupils to have a sense of respect for themselves, for others, for their own property and that of others;
- ensure that pupils attend school regularly and punctually and in full school uniform;
- be interested in, support and encourage their children's school work;
- ensure that their children have the correct books and other materials;
- be familiar with the code of behaviour and support its implementation;
- co-operate with teachers in instances where their child's behaviour is causing difficulties for others;
- communicate to the school, problems which may affect a child's behaviour;
- treat staff and pupils with respect and courtesy;
- ensure that homework is completed to the best of their child's ability;
- provide a note if they wish for their child to leave school during school hours (e.g. for a dental appointment)
- inform the school when their child has contracted a specific illness such as chickenpox.
- Adhere to the responsibilities outlined in the School's Covid-19 Response Plan for the Safe and Sustained Reopening of Primary Schools.

### **Pupils' Responsibilities**

Pupils are expected to:

- attend school regularly and punctually;
- work quietly, safely and to the best of their ability at all times;
- listen to their teachers and act on instructions / advice;
- listen to other pupils and await their turn to speak;
- show respect for all members of the school community;
- respect the right of other pupils to learn;
- care for their own property;
- respect all school property and the property of other pupils;
- avoid behaving in any way which would endanger others;
- remain seated at all times, if their teacher is not in the room;
- avoid all nasty remarks, swearing or name-calling;
- Be mindful that bullying is not acceptable behaviour and will not be tolerated in any form (see Anti-bullying policy);
- include other pupils in games and activities;
- move quietly around the school;
- keep the school clean and tidy;

- bring the correct materials and books to school;
- stay on school premises and within designated areas during school times;
- follow school and class rules.
- Adhere to the responsibilities outlined in the School's Covid-19 Response Plan for the Safe and Sustained Reopening of Primary Schools.

### **School Rules:**

#### **The Purpose and Content of School Rules**

From when a pupil enters the school grounds a level of behaviour is expected which conforms to the aims of Drung Central National School. These rules are designed in the best interest of pupils with Health and Safety to the fore in order that pupils may enjoy a healthy and happy learning environment. The following rules apply to all enrolled pupils of Drung Central National School:

- pupils should not arrive at school before 8:50 a.m. because there is no school supervision before this time;
- pupils should go straight home at the conclusion of school as there is no after school supervision; the infant day ends exactly one hour before the other classes and it is essential that infant pupils are collected punctually in order to keep disruption to a minimum for the rest of the school;
- *pupils are not the responsibility of the school, teachers, ancillary staff or board of management outside of official school hours, namely before 8.50 a.m. and after 2:30 p.m. (infants after 1.30p.m.);*
- *As regards school transport, the school is not party to this and the fact the children are conveyed to or from school by the bus does not impose an additional obligation on the school. No arrangements exist for the supervision of pupils who arrive at the school, whether by bus or otherwise, before the official opening times. The same applies in respect of pupils who remain after school hours awaiting collection by the bus;*
- pupils are not permitted access to school grounds after the conclusion of school, unless directly supervised by a parent / guardian
- pupils should never display aggressive, threatening, violent behaviour as such behaviour will generally be regarded as a serious or extreme misbehaviour, depending on the circumstances;
- polite language is expected from pupils and swearing is considered to be serious misbehaviour;
- in the interests of Health and Safety pupils are not permitted to climb upon walls, railings or gates;
- once a pupil enters the school premises they may not leave again without the express permission of the school teacher or principal;
- full school uniform must be worn daily. This is a condition of enrolment and if a pupil attends school not wearing their school uniform they must have a note from their parent / guardian explaining why. Non-uniform days may be permitted at the discretion of the principal;
- pupils shall come to school clean and tidy, a high standard of personal appearance and hygiene is required;
- for Health and Safety purposes, the wearing of make-up and long-dangling earrings by pupils is forbidden;
- during break pupils are not permitted to leave the yard without the express permission of a member of the teaching staff;
- pupils are asked to always take care not to bump into or knock down others;
- it is expected that older children would at times protect and care for younger children;
- when a pupil has been told not to behave in a particular way in the yard, it is understood that the instruction is to be obeyed;
- all pupils are expected to line up and walk into class in an orderly fashion at the end of break and lunch times, similarly pupils are expected to exit the classrooms and school building in an orderly fashion;
- mobile phones, i-pods, radios or any such personal items belonging to pupils may not be used in the school unless in exceptional circumstances with the teacher's permission;
- the school will not accept responsibility for damage or theft of personal items e.g. mobile phones;
- everyone using the school premises is expected to walk within the school building as running in a hallway or classroom is extremely hazardous;

- it is expected that at all times school property and equipment will be treated with respect and the defacing of such is forbidden. Any malicious / deliberate damage to school property may result in parents / guardians being asked to pay to replace the items;
- interference with fire safety equipment is strictly forbidden;
- homework provides a valuable link between school and home. It provides an opportunity for reinforcement of work being covered in school. Bearing this in mind, it is important that homework be completed neatly and in full.
- **During Covid-19, the following additional rules will apply:**
  - Pupils are expected to remain in their class bubbles from the beginning of the school day to the end of the school day: pupils are not permitted to play or interact with other class bubbles for the duration of the school day;
  - At drop of times, pupils walk in an orderly manner, keeping their distance from other pupils to their assigned entry points to school;
  - At pick up times, pupils walk in an orderly manner at their pick up time to the collection points at the school gates;
  - Pupils will play with their class bubble in their assigned play areas at break and lunch times. Pupils will line up in an orderly manner at their assigned entry points after break and lunch times;
  - Pupils should avoid sharing equipment during the school day and should have their own pencils, erasers, sharpeners, colours, markers, pencil cases, glues etc at all times;
  - When pupils use books from the book rental scheme, they are encouraged to practice hand hygiene before and after using these books;
  - Pupils and staff must perform hand hygiene at the following times:
    - On arrival at school
    - Before eating or drinking
    - After using the toilet
    - After playing outdoors
    - When their hands are physically dirty
    - When they cough or sneeze
  - Pupils are required to follow good respiratory hygiene. This means covering your mouth and nose with a tissue or your bent elbow when you cough or sneeze. Then dispose of the used tissue immediately and safely into a nearby bin.

### **Attendance – Parents’ Duties and School Duties by Law**

*The Education (Welfare) Act (2000), Section 18*

*Where a child is absent from the school at which he or she is registered during part of a school day, or for a school day or more than a school day, the parent of such child shall, in accordance with procedures specified in the code of behaviour prepared by the school under section 23, notify the principal of the school of the reasons for the child’s absence.*

*The Education (Welfare) Act (2000), Section 21 (4)*

*Where*

*(A) A student is suspended from a recognised school for a period of not less than 6 days*

*(B) The aggregate number of school days on which a student is absent from a recognised school, during a school year is not less than 20 days----*

*The principal of the school concerned shall forthwith so inform, by notice in writing, an educational welfare officer.*

In accordance with the above, parents / guardians are asked to send in a written note with their child(ren) when they return to school giving the reason for the child’s absence.

In line with current HSE and HAS guidelines, pupils must be kept at home if they are displaying **any** of the following symptoms:

- High temperature
- Cough

- Shortness of breath or breathing difficulties
- Loss of smell or taste, or distortion of taste.

### **Systems for acknowledging good behaviour, progress and effort**

The standards expected for all pupils are clear, consistent and widely understood. Adults model the behaviour that is expected from pupils. The Code of Behaviour is taught to pupils as part of the curricular subject, Social Health and Personal Education. Teachers use a variety of teaching methodologies during the day in order to make lessons interesting and stimulating for pupils. As a result, teachers endeavour to maintain the interests of pupils and therefore promote good behaviour. Good behaviour, progress and effort will be recognised by the class teacher and the principal.

The following strategies will also promote and encourage good behaviour:

- Positive everyday interactions between teachers and pupils;
- Good school and class routines;
- Clear boundaries and rules for pupils;
- Helping pupils themselves to recognise and affirm good behaviour;
- Recognising and giving positive feedback about behaviour;
- Exploring with pupils how they should treat fellow peers and other people;
- There are designated areas of play for the pupils at break time.
- A positive comment/stamp in a pupil's copybook or on pupils' work,
- A word of praise in front of a group or class,
- Delegating some special responsibility or privilege to the child,
- Tasks to undertake in school e.g. collecting textbooks, tidying p.e. equipment, etc.
- Treats for good behavior from time to time.

### **Behaviour in the Classroom**

- Pupils must stay seated in their places unless told otherwise.
- Pupils must remain seated while eating lunch.
- Instructions given by teacher must be obeyed.
- Pupils must complete all tasks, both written and oral, to the best of their ability.
- Be truthful and honest at all times.
- Pupils should not interrupt the teacher or interfere with other pupils or their property

### **Behaviour outside of the Classroom**

- Pupils must walk quietly in the hallway or classroom when transferring to another classroom, etc.
- Pupils must stay in designated play areas and may leave the yard only with a teacher's permission.
- Pupils must play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden (e.g. wrestling, headlocks, jockey backs, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, charging in groups, bad language, exclusion etc.).
- Pupils must walk to the gates at home time.

### **Instances of Unacceptable Behaviour and their Consequences**

It should be noted that the following lists consist of examples only. They are not meant to be a totally comprehensive list of misdemeanors and procedural steps. Not all of these sanctions will be applied to each particular incident / occurrence of pupil misbehaviour but they are there to provide guidance. There may be other forms of misbehaviour that will incur sanctions also but they are not listed here.

Misbehaviour by pupils such as:

- not completing homework or schoolwork as set by the teacher;
- not following the teacher's instructions;
- distracting other pupils;
- interfering with other's belongings;
- interrupting classwork;
- being inattentive;
- speaking out of turn;

- running in the school building;
- not wearing school uniform;
- being discourteous/unmannerly;
- not working to full potential
- not adhering to the Covid-19 practices within the school

will lead to sanctions such as

- verbal reprimand and reasoning with the pupil;
- temporary separation from peers, friends or others within the classroom;
- detention during a break;
- prescribing extra work;
- carrying out a useful task in the school;
- withdrawal from the particular lesson or peer group;

Any continuous misbehaviour such as those listed above will automatically become a more serious form of misbehaviour if it does not cease.

More serious misbehaviour by pupils such as:

- constantly disruptive in class;
- telling lies;
- stealing/damaging of property not belonging to the child;
- bullying;
- back answering to a teacher or member of staff;
- frequenting school premises after school hours without permission;
- leaving school premises during school day without permission;
- repeated refusal to co-operate within a learning environment
- the use of inappropriate language;
- fighting (physical) with other pupil(s);
- endangering self or fellow pupils in the school;
- deliberately injuring another pupil;
- bringing weapons of any form into school or onto school grounds;
- aggressive, threatening or violent behaviour towards a teacher or pupil;

will lead to sanctions such as:

- verbal reprimand by teacher;
- verbal reprimand by principal including advice on how to improve behaviour;
- withdrawal from the particular lesson or peer group and being sent to another classroom;
- temporary separation from peers and loss of privileges;
- detention during breaks for a number of days;
- writing an account of what happened – *What did you do that got you into trouble? Why was it wrong to do what you did? What can you do in the future so that you will not get into trouble?*
- Prescribing additional work;
- Communication with parents / guardians;
- Immediate suspension by the principal;
- Formal report to the board of management;
- Suspension/expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by circular 7/88)
- Permanent Suspension in accordance with the Education (Welfare) Act (2000).

### **Procedures in respect of Suspension (as per NEWB Guidelines)**

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents / guardians will be requested to attend the school to meet the Chairperson,

the Principal and the class teacher. If the parents / guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may have to be suspended for a temporary period.

In the case of gross misbehaviour, an immediate suspension, pending a discussion of the matter with the parents / guardians will be imposed.

The Board of Management has the authority to suspend, while the principal also has the delegated authority to suspend pupils for periods of up to three days. A special decision of the Board of Management is necessary to authorise a further period of up to ten school days to allow for consultation with the pupil's parents / guardians. In exceptional circumstances, the Board of Management may authorise a further suspension in order to enable the matter to be reviewed and for any consultations with statutory agencies to be notified.

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.

If suspension is still decided upon, the Principal notifies the parent(s) / guardian(s) 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 pupil and the parents.
- The provision for appeal to the Board of Management or secretary general of the DES. (*Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.*)
- Where the cumulative total of days reaches 6, the National Educational Welfare Board (NEWB) will be notified.

### **Records and reports.**

Formal written records will be kept of:

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

### **Procedures in respect of Expulsion (as per NEWB Guidelines)**

- A detailed investigation carried out under the direction of the principal.
- Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students the opportunity to respond before a decision is made.
- A recommendation to the BOM by the principal
- Consideration by the BOM of the principal's recommendations and the holding of a hearing.
- BOM deliberations and actions following the hearing.
- If BOM is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB should be notified using a **Notice of Intention to Expel form** which is available on [www.schoolreturn.ie](http://www.schoolreturn.ie) or from our helpline (1890 36 3666). This form should be completed and sent to **School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.**
- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

### **Appeals**

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29)

This policy was ratified by the B.O.M. of Drung Central N.S.

This policy was reviewed by the Board of Management of Drung (No.2) Central N.S. in light of the Covid-19 School Response Plan for the Safe and Sustainable Reopening of Primary and Special Schools on 24<sup>th</sup> August 2020.

Signed \_\_\_\_\_  
*Chairperson*

Signed \_\_\_\_\_  
*Principal*

Date \_\_\_\_\_

Date \_\_\_\_\_