



## **Code of Behaviour Incorporating Discipline for Learning**

### **Aims**

- (a) In devising the code, consideration has to be given to the particular needs and circumstances of this school. The aim is to create an ordered environment in which pupils, through developing self-discipline, can feel secure in all aspects of their development and derive maximum benefit from their time in school.
- (b) Rules will be kept to a minimum, emphasising positive behaviour and will be applied in a fair and consistent manner in line with the principles of Discipline for Learning.

### **Principles**

- (a) Discipline for Learning (D.F.L.) is the system we have introduced in our school to promote positive behaviour in the classroom. It is a whole-school approach in which pupils are treated by all staff in a consistent manner. It aims to create a positive learning environment where pupils are motivated to make responsible choices regarding their behaviour and so minimise disruption and loss of teaching/learning time.
- (b) This policy outlines the expected behaviour on yard and during periods of transition.
- (c) The school recognises the variety of differences that exist between children and the need to accept these differences.
- (d) The Code of Behaviour is implemented in a reasonable, fair and consistent manner.

### **Classroom Rules: Discipline for Learning.**

D.F.L. is structured around a charter. The charter has three parts.

- Rules
- Rewards
- Behaviour Checks

There are seven classroom rules. They are clearly displayed on the wall in each classroom and are also printed in the D.F.L. stamp book that each child receives at the start of the school year.

The rules are the same for all children and contain the expectations we have for the children in our school. The rules are taught to all pupils and teachers make it clear to the pupils what behaviour they expect from them and therefore what they won't accept. In this way, pupils know precisely where they stand.

The consequences for the behaviour pupils choose are also taught. Pupils who choose to follow the rules will be rewarded. Those who choose 'unwise' behaviour will be checked.

### **The Rules for the Classroom are:**

- ✚ Be in uniform, be on time, be ready for school.
- ✚ Raise your hand, wait for permission to speak or move from your place.
- ✚ Kind words, kind hands, kind feet.
- ✚ Listen and follow instructions.
- ✚ Do your best work.
- ✚ Take good care of the things we use in school.
- ✚ Only use acceptable language.

See explanation of the rules in Appendix 1.

### **Rewards**

Pupils who follow the rules are encouraged by all staff and good behaviour choices are reinforced throughout the day. They are also rewarded through a structured system consisting of a stamp book. When pupils choose to follow the rules they can earn a stamp. They can earn up to 6 stamps a day.

Pupils will earn up to 3 stamps when they come in each morning, 1 for wearing full uniform, 1 for being on time and 1 for having homework completed. The day is broken up into 3 sections. Children will earn a stamp for each section where they have made only good choices. The maximum number of stamps that can be earned in a week is 30.

Pupils receive an award certificate when they reach 150 stamps; and their 1<sup>st</sup> lucky dip at 200 stamps. Children can earn up to 4 lucky dips during the school year when they reach 200, 400, 600 and 800 stamps.

Prizes in the Lucky Dip can include homework passes, pens, toys, movie time, extra P.E., extra iPad time, cookery, art and other activities

Gold, Silver and Bronze Medals will be awarded by the Principal at the end of the school year.

**Bronze** medal winners over **600** points

**Silver** medal winners over **800** points

**Gold** medal winners over **1000** points

## Behaviour Checks

The behaviour checks are a step by step procedure for dealing with pupils who don't follow the rules. They are clearly listed on the wall chart in each room and are taught and regularly discussed. Pupils know precisely how they operate.

Every day is a fresh start (except for repetitive, poor behaviour) and so pupils know that when they come to school each morning, it is they who choose how their day will go. It is their choice of behaviour that will lead to checks/rewards. If unwise behaviour leads to behaviour checks it is important that pupils know that at each stage they reach, they have a choice to make. They need to stop and think whether to continue with poor behaviour and incur more checks or follow the rules and avoid any more. The choice is their responsibility.

### The Behaviour Checks are:

- Stage 1
- Stage 2
- Stage 3
- Stage 4
- Stage 5
- Stage 6
- Stage 7

Each teacher keeps a record of the behaviour for his/her own class.

At **Stage 3** pupils move to a desk within the class and continue whatever work they are doing. If a pupil reaches stage 3 on two consecutive school days, then he/she will begin the following day at Stage 3 because of his/her **repetitive poor behaviour**.

**Stage 4:** Pupils are sent to another classroom with work. If a pupil reaches Stage 4 on two consecutive school days, and then he/she will begin the following day at Stage 4 because of his/her **repetitive poor behaviour**.

Pupils reach **Stage 5** for:

- ✚ having gone down through the stages
- ✚ refusing to comply with the system of checks
- ✚ serious misbehaviour

Parents are notified. The Principal is notified. Children will take home extra work with them on the night they reach stage 5.

**Stage 6:** Parents are called in when a pupil reaches stage 5 twice within a month.

**Stage 7:** When parents have been called in and a pupil reaches Stage 5 again within 2 weeks, he/she will be suspended with work. Suspension with work is where a pupil is given work and must complete it before he/she returns to school.

## **Rules for Break-times/ Transitional Periods:**

- Be careful entering and leaving school grounds.
- Always walk in the school building.
- NEVER leave the school grounds without permission.
- Treat school property with respect.
- Play fairly (No rough play).
- Stay in designated areas.
- Line up properly when bell rings.
- ALWAYS be honest and truthful.
- Be kind to others.
- Only use acceptable language.
- Listen to and follow instructions from supervisors (Teachers and SNAs).
- Ask for permission to use toilet.

## **Procedures for Misbehaviours on Yard:**

Incidents of misbehaviour should be dealt with in the following way.

- Reasoning with pupil. Verbal reprimand including advice on how to improve.
- Time-out during playtime (Sin Bin).
- Noting incident in the Yard Book.
- Communication with parents (where necessary).
- Prescribing extra work at the teacher's discretion e.g. story of what happened.
- Referral to principal/deputy principal.
- Suspension/expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by Circular 20/90).

## **Serious Misbehaviour**

Persistent minor misbehaviour becomes serious misbehaviour.

A pupil is moved to stage 5 for serious misbehaviour and can be suspended with work.

Examples of serious misbehaviour are

1. Leaving the classroom or school without permission
2. Cursing
3. Throwing with intent
4. Insulting comments
5. Racism
6. Aggressive behaviour
7. Bullying

In cases of physical or verbal abuse a pupil may be moved to stage 7 where he/she is given work which must be completed before he/she returns to school.

## **Gross Misbehaviour**

In the case of gross misbehaviour the board of management will authorise the chairperson or principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

Suspensions will be in accordance with the terms of Rule 130 (5) of the Rules for National Schools as amended by Circular 20/90.

Expulsion may be considered in an extreme case in accordance with Rule 130 (6) as amended by Circular 20/90.

This policy was ratified by the Board of Management of Caim National School on the 18<sup>th</sup> September 2018. It is published on the school website and is available for parents on request.

Signed: \_\_\_\_\_  
Chairperson Board of Management

Dated: \_\_\_\_\_

# Appendix 1

## Explanation of Rules

1. Be in full uniform. Be on time, line up with your class when the bell goes. Be ready for school. Have what you need, bag, lunch, homework, gear, etc.
2. In a class, everyone cannot speak together. The teacher needs to include everyone and give everyone a fair chance. Raise your hand and wait for your turn to speak. Stay in your place until you have been given permission to move. This is to keep everyone safe and ensure a calm, orderly environment for learning.
3. Be kind. Use good manners. No name calling or insults. Show respect. Sit properly in class and allow others to work. Do not use your hands or feet to hurt others. No rough play.
4. Pay attention to school staff. Do as you are asked immediately.
5. Do your best always. Keep your work neat.
6. Treat school books and property with respect. When you have been given permission to use or borrow something, take care of it. Return things to their place or their owner when you are finished. Do not waste.
7. Speak politely. Do not use bad language. Do not use rude gestures. Communicate properly without hurting others. Use an acceptable tone of voice.