



**Scoil Náisiúnta  
Baile Átha Cliath 7  
Ag Foghlaim le Chéile**

**Dublin 7 Educate Together  
National School**

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# **Code of Behaviour Policy**

**Roll number: 20131D**

**School Patron: Educate Together**

## **Code of Behaviour**

This Code of Behaviour was reviewed in the spring and summer terms 2021 by the staff, parent's council and the Board of Management.

The Code of Behaviour should be read in conjunction with the school information booklet and with other relevant policies — Health and Safety, Anti-Bullying, Homework, Child Protection, Enrolment, Parental Involvement and Learn Together.

### **Introduction**

Our school aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and the Board of Management (hereafter referred to as the school community) work in partnership. The Code of Behaviour encapsulates the positive principles of our school ethos.

The Code of Behaviour applies to all members of the school community and aims to ensure that all children and staff of D7ETNS are safe whilst under our care. It is, therefore, imperative that the whole school community agrees to uphold the behaviour it outlines.

In today's rapidly-changing society, it is important to regularly review and revise the Code of Behaviour. This was ratified by the Board of Management on . It will be reviewed in 2025.

### **Rationale**

According to DES Circular 20/90, all schools are required to have a Code of Behaviour. This code is formulated in accordance with the NEWB Guidelines for Schools (2008) as required under Section 23 of the Education Welfare Act (2000).

The school's Code of Behaviour forms the bedrock of our school ethos and supports the school's Anti-Bullying Policy. The aim of these policies is to provide the optimum environment for quality teaching and learning to take place.

### **The School Community**

In D7ETNS we acknowledge that all members of the school community play a part in children's education. Consequently, we recognise the value of working together to ensure that all children get the most out of their time in our school.

In D7ETNS every individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. We believe that all members of the school community deserve to be treated with respect, kindness and courtesy.

Children learn through shared experiences and by following examples. Therefore, all members of our school community should model positive and respectful behaviour towards each another at all times. When questioning the behaviour of others, a positive approach will be used by all members of the school community.

### **Responsibility of Adults**

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, pupils and parents. It is hoped that all members of the school community share a sense of responsibility for each. Adults have a responsibility to model high standards of behaviour when dealing with other members of the school community.

As adults we should aim to:

- create a positive climate with realistic expectations.
- lead through example in terms of promoting positive behaviour, honesty and courtesy.
- be mindful and respectful when using all forms of communication including social media
- provide a caring and productive learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of gender, marital status, family status, age, disability, sexual orientation, race, religion and membership of the Traveller community.
- show appreciation of the efforts and contribution of everyone.

A Code of Conduct for staff, pupils, parents and volunteers ensures that the rights of all are upheld.

### **Staff**

Every effort is made by all members of staff to adopt a positive approach to the issue of behaviour in the school. The Code of Behaviour offers a framework within which positive techniques of motivation and encouragement are utilised by all. School rules are kept to a minimum and are devised with health, safety and welfare in mind.

The overall responsibility for discipline within the school rests with the principal teacher. Each teacher has responsibility for the maintenance of discipline in their classroom, while sharing a common responsibility for good order in the school environment.

The school recognises that great diversity exists between children and that it is our responsibility to accommodate this diversity when it is possible within the confines of large classes.

At the discretion of the class teacher, a pupil may be referred to the principal for serious breaches of discipline, disruptive behaviour or repeated incidents of minor misbehaviour.

Staff are encouraged to support the children by actively engaging in discussions with parents on behavioural issues when necessary.

### **Parents**

As important members of the school community, parents are encouraged to support the school and their children by:

- making their children aware of the expected behaviour outlined in the Code of Behaviour and encouraging them to abide by it.
- giving due time and providing a suitable environment, free of distraction, that enables children to complete their homework
- actively engaging in discussions with members of staff on behavioural issues as necessary
- visiting the school when requested to do so by the principal or other members of staff.
- by ensuring that children arrive on time for school

### **Responsibility of Children**

It is very important that children understand that they have rights; it is equally important that they understand that these rights come with responsibilities. The aim of the Code of Behaviour is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption-free environment.

In D7ETNS, children are actively encouraged to develop a sense of responsibility for, help and support each other so that the school is a pleasant and safe place to be, to learn and to grow. Children can do this by:

- being kind and thoughtful
- listening and giving others an opportunity to talk
- including others in what they do
- making new pupils feel welcome
- avoiding acting in ways that are hurtful to others e.g. fighting, teasing, bullying, swearing or hurting other people's feelings
- not ignoring or walking away if they witness inappropriate behaviour, but telling a teacher or SNA
- being mindful and respectful when using all forms of communication including social media/technology
- showing courtesy to all members of staff
- listening to teachers and SNAs and doing what is being asked of them on the school premises and when on school trips
- following the "One Voice" rule
- asking permission from staff member to leave their seat or classroom
- treating others with respect

Children can keep themselves safe by:

- obeying classroom rules
- obeying yard rules
- playing safely
- never leaving the class or school without the teacher's or principal's permission
- walking when transitioning from one activity to another in the classroom, school building, in the yard or between the yard and the school building
- remaining seated at all times while eating lunch or waiting to begin work
- staying at their own table, unless the teacher tells them otherwise
- asking permission from a supervising adult to leave their seat for any reason

Children can help take care of their own, each other's and the school's property by:

- keeping the playground, classrooms and school buildings clean and tidy
- tidying up after themselves and bringing home leftovers and wrappings from lunch
- looking after the school furniture, equipment and toilets
- doing what they can to keep their own, the school's and each other's property in a condition they would like to find it themselves, in particular rented books and school library books
- ensuring their names are on their coats, etc.

### **Sanctions**

The following actions may be taken by teachers when dealing with minor misbehaviours:

- reasoning with pupils
- verbal warning from a teacher or supervising adult
- temporary separation from peers to another area in the room or yard
- temporary separation from peers to another classroom
- note home to parents or guardians
- loss of privileges such as golden time
- exclusion of children from an activity in or outside the school if their behaviour poses a risk to themselves or others, or prevents other children from learning

The following actions may be taken when dealing with persistent occurrences of minor misbehaviours:

- verbal warning from a teacher or supervising adult
- temporary separation from peers to another area in the room or yard
- temporary separation from peers to another classroom
- temporary separation from peers to the principal's office
- note home to parents

- a written account of the incident that happened may be sought from the pupil and/or an apology written by the pupil and signed by the parent
- exclusion of children from an activity in or outside the school if their behaviour poses a risk to themselves or others, or prevents other children from learning
- an informal meeting between the teacher and the parents or guardians that may include the principal

The following actions may be taken when a pattern of poor behaviour persists or when a once-off serious incident occurs:

- note home to parents
- a written account of the incident that happened may be sought from the pupil and/or an apology written by the pupil and signed by the parent
- a formal meeting between the teacher and the parents or guardians that may include the principal
- development of a behaviour management plan for the child, which is agreed between the parents, the teacher and the child
- reporting incidents of a serious nature to the BoM
- Suspension or expulsion\* from school for a period agreed by the BoM

\*This is in accordance with the National Education Welfare Board guidelines and fulfils the school's obligations under Section 24 of the Education Welfare Act (2000). If the BoM decides to expel a pupil, parents or guardians have a right of appeal to the Secretary General of the DES under Section 29 of the Education Act (1998)

## **Yard Rules**

During yard and break times children are expected to:

- Walk quietly on the stairs and hold the handrail when using the stairs.
- Talk to the teachers on duty in the yard if there is a problem that needs attention, rather than waiting to speak to the class teacher after yard
- Play safely and fairly on yard.
- Treat others with kindness and include them in their games
- Do not spoil other children's games
- Ask teacher or SNA on yard duty for permission to leave the yard.
- Freeze when first whistle is blown.
- Walk to the line-up area, line up quietly and in single file when the second whistle is blown. Children who do not follow this rule will be asked to stand aside until the lines have left the yard.
- Remain in single file en route to the classroom and hold the hand rails on the stairs.

## **Praise**

Praise may be given by means of any one of the following:

A quiet word or gesture to show approval.  
A comment in a child's exercise book.  
A visit to another class, to another member of staff or to the Principal for commendation.  
A word of praise in front of a group or the class.  
A reward system such as student of the week  
Delegating some special responsibility or privilege.  
A mention to parents – either written or verbal communication

#### Success Criteria

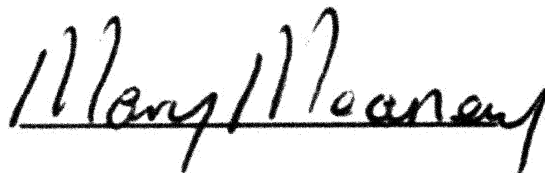
This policy will be deemed to be successful when the following are observed:

Positive behaviour in classrooms, playground and school environment  
Practices and procedures listed in this policy being consistently implemented by teachers.  
Positive feedback from teachers, parents and pupils.

#### **Ratification**

This policy was circulated for discussion and comment to all sections of the school community. It was ratified by the Board of Management for implementation from May 2021. It will be reviewed in 2025.

Signed



**Mary Meaney**  
Chairperson, Board of Management

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**Fionnuala McHugh**  
School Principal

