



*"Great oaks from
little acorns grow"*

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Introduction

Aims of Primary Education

The aims of Primary Education may be stated briefly as follows:

- To enable children to live full lives as children.
- To equip them to avail of further education.
- To prepare them to live full and useful lives as adults in society.

Vision & Mission Statement for Park National School

Park National School, strives to provide a caring, happy and secure educational environment.

With a view to providing the highest possible teaching standards we actively promote staff development on an individual & collective basis. This is a Catholic primary school which fosters gospel values and holds our Catholic ethos as a cornerstone of school life.

We endeavour to enhance the self-esteem of everyone in the school community, offering equal opportunities for all pupils to develop to their full potential in a well ordered and disciplined atmosphere where parental involvement is encouraged and the wider community is served.

As a staff committed to the realisation of these goals, our aim is to create a happy, secure working environment for our pupils, in which there is a sense of good order and a reasonable approach to discipline.

This is done by having guidelines to direct behaviour for the good of all.

These guidelines constitute the school's **CODE OF BEHAVIOUR**

Reward Systems

We operate 'Discipline for Learning' in our school. This reinforces the use of praise and rewards for good behaviour and is promoted throughout our school.

Our School Rules

1. Be polite and mannerly. Treat others as you wish them to treat you.
2. Get to school on time. Line up when the bell rings. Stay in your place in the line. Stay on task in class.
3. Walk in the school, in a safe, quiet and orderly manner.
4. All homework to be attempted. Full uniform / Tracksuit
5. Silence when the teacher is talking to the class or to another adult. Pupils put up their hand when they wish to speak and wait until they are asked.

We aim to help children achieve their personal best - academically, intellectually, spiritually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. The following are some samples of how praise might be given.

- a. A quiet word or gesture to show approval
- b. A comment in a pupil's exercise book
- c. A visit to another member of Staff or to the Principal for commendation
- d. A word of praise in front of a group or class
- e. A system of merit marks or stickers
- f. Delegating some special responsibility or privilege
- g. A mention to parent, written or verbal communication.
- h. A word of praise at assembly
- i. Positive Behaviour Certificate

The following are samples of reward systems currently in use in the school:

Junior Classes – Stickers / Star Charts / Team or table of the week/golden time and virtual points system, certificates or similar

Middle/Senior Classes – stickers in journals and copies/ golden time – prizes or similar

Aims of our Code of Behaviour

The aims of a code of behaviour are:

- To help create a safe, positive learning environment in which every pupil can benefit from school.
- To help pupils to become more self-disciplined and to encourage good standards of behaviour.
- To help organise a large group so that school can operate smoothly for the benefit of all.
- To care in a practical way for pupils, staff, the school, and its environment.

Promoting a Happy School

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school, involves a whole school approach. Teachers explain the code of behaviour on a regular basis, teaching children the importance of respect for self and others. This results in sound relationships between all school staff and pupils and between pupils and their peers, leading to effective teaching and learning. We also hold a “Friendship Week” each year to encourage positive friendly behaviour.

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Roles & Responsibilities of Staff

The Teaching Council have set out a code of professional behaviour and practice for teachers. In conjunction with this code, we expect teachers to:

- Be courteous towards each other, pupils, and parents.
- Be prepared for lessons, professional and on time.
- Dress in a professional and appropriate manner.
- Communicate in a positive and appropriate manner.
- Create a positive climate with realistic expectations.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, and ability.

- Show appreciation of the efforts and contribution of all

Roles & Responsibilities of Parents

Parents are expected to:

- Equip pupils with appropriate school materials, sufficient healthy lunch, and full school uniform.
- Be courteous towards pupils and staff.
- Make an appointment to meet with a teacher/ Principal through the school office.
- Respect school property and encourage their children to do the same
- Label pupils' coats and other property.
- Supervise their young children on school premises when collecting other pupils or visiting the school.
- Refrain from bringing family pets/dogs onto the school yard (even if on a lead)
- As the Board of Management are responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another child, not their own, on the school premises.

Content of the Code of Behaviour

The Code of Behaviour covers the following areas:

Behaviour in class

Behaviour in the playground

Behaviour in the school environment

Behaviour on school trips/outings

Behaviour during Remote Teaching Live Sessions

Attendance at school

Homework

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children.

These reflect and support the school rules but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour (e.g. 'Walk' and not 'Don't run').

Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

School Rules & Expectations

1: Rules regarding Behaviour in Class

Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.

Pupils are expected to have respect for all school staff and visiting adults and follow instructions given by them.

Pupils are expected to go to and from their classroom in an orderly manner.

Running is not allowed at any time in classrooms or corridor.

Pupils are expected to show courtesy and respect towards other pupils.

2: Rules regarding Behaviour in the Playground

Pupils are expected to have respect for the person and property of others.

Pupils are expected to avoid rough play and bullying (both verbal and physical).

Pupils are expected to obey signals at the end of break.

Pupils are only permitted to re-enter the school premises during break with the teacher's permission.

Pupils are forbidden to climb walls, fences and trees.

Bad language will not be tolerated in the playground.

Pupils must remain in their own designated areas.

3: Rules regarding Behaviour in the School Environment

Pupils are expected to move about the school in an orderly manner including the stairs and the steps and ramps to the yard.

Pupils shall not remain on the school premises after school activities are finished.

Pupils are expected to show respect for school/staff property.

Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.

4: Rules regarding Behaviour on School Tours and Outings

School tours and outings present challenges for the school. As well as the normal standard of behaviour expected from all our pupils, the following should be noted:

Pupils must wear their uniform on all school tours and outings unless otherwise stated by the principal.

Pupils must obey the instructions of teachers, drivers, tour guides, or anyone designated to be in charge of them during the outing.

Pupils are not permitted to absent themselves from the travelling group, except with the express permission of the teacher in charge.

5: Rules regarding Behaviour during Remote Teaching and Learning

Park National School will use online platforms for communicating and connecting with families/pupils. Our 'Remote Teaching and Learning Plan' will include a combination of assigned work, pre-recorded lessons and live sessions.

Rules for pupils using online communication:

For submitting learning: Submit work and pictures that are appropriate - have an adult take a look at your work before you send it.

Use kind and friendly words.

For video calls:

Remember to ensure you join each video call meeting using your family name.

Pictures or recordings of the video call are not allowed.

Remember our school rules - they are still in place, even online.

Set up your device in a quiet space, with no distractions in the background.

Join the video with your microphone muted.

Raise your hand before speaking, just like you would do in class.

If you have the chance to talk, speak in your normal voice, using kind and friendly words.

Show respect by listening to others while they are speaking.

Ensure that you are dressed appropriately for the video call.

Be on time - set a reminder if it helps.

Enjoy! Don't forget to wave hello to everyone when you join!

6: Rules regarding Attendance at School

Pupils are required to be regular in their attendance at school.

After a pupil has been absent, a note from the parent / guardian must always be brought to the teacher on the pupils return to school. It is not sufficient for parents to phone the school office to explain an absence if the child is to be out of school for a number of days. Parents are required to explain absences to the school in writing as the Principal is required by law to report such absences to Tusla (formerly the National Educational Welfare Board).

Pupils are expected to be on time for school each day and, in the event of a late arrival, bring a note to the teacher.

Being truant (mitching) from school is considered a serious offence and is reported to parents / guardians and to the Schools Attendance Officer.

Pupils are not permitted to leave the school premises for any reason, unless collected by parents or guardians.

7: Rules regarding Homework

Homework consolidates work already done in school.

It is given on a regular basis and pupils are expected to complete it neatly.

Parents / guardians are requested to ensure that homework, written and oral is completed. They are requested to check and sign the journal nightly.

If for some reason homework cannot be completed then a signed note stating this should be sent to the class teacher.

8. Rules regarding Misc. items

Pupils are expected to comply with the school uniform policy.

Tracksuits and runners are essential for physical education.

Jewellery other than watches and stud earrings are not allowed in school.

Make up is not permitted to be worn at school.

Phones/ Toys/Trading cards / tablets/ handheld gaming devices etc are not permitted in school.

School Organisation

Yard – Designated play areas for different groups / yard games provided / play equipment

Supervision – Each yard a teacher supervising each break. Pupils who require first aid / bathroom visits during break must ask permission from the supervising teacher.

Wet Day Supervision – Pupils remain in their seats – board games, colouring activities provided. The supervising teacher walks between classrooms.

If a supervisor is absent then another staff member fills in and the change is noted on the supervision rota in the office.

Special Needs Pupils – Children with behavioural difficulties may have SNA supervision on yard depending on the school allocation. The class teacher and SET will set specific social skills targets & strategies for these pupils in their School Support Plan.

Misbehaviours

Maintaining standards of behaviour will also involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are invoked, every effort will be made to help the pupil understand that what they have done is unacceptable and it is the misbehaviour that is rejected. The following are samples of unacceptable behaviours. This is not an exhaustive list.

Minor Misbehaviours:

Homework not done and no note, having a mobile phone at school, wearing make up, interfering with others, rudeness, borrowing items without asking, inattentiveness, answering out of turn, alienating friends, not wearing uniform, swinging on chairs, going onto out of bounds areas.

Serious Misbehaviours:

Fighting, bullying, mitching, bad language, bad attitude, name calling, exclusion, rough play, disrespecting others, hitting, spitting, throwing items that may cause harm to others, back talking, belittling personal comments, climbing on trees/fence, damaging equipment or school property, stealing, leaving school premises without permission, smoking, vaping, being in possession of cigarettes or vapes, threatening behaviour, manipulating others, being under the influence of alcohol or drugs, being in possession of alcohol or drugs and using a mobile phone in school.

Gross Misbehaviours

Gross Misbehaviours are where a student's behaviour has a seriously detrimental effect on the safe operation of the school. Examples of Gross Misbehaviour include:

- Serious damage to school property/staff property
- Striking or threatening to strike a member of staff, biting, spitting at a member of staff, verbally abusing a staff member.
- Serious physical violence which threatens safety of other pupils
- Possessing a weapon or using an object as a weapon

A single incident of gross misbehaviour may be grounds for suspension.

Sanctions

The use of sanctions or consequences should be characterised by certain features;

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions

- There should be a clear distinction between minor and major offences □ It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and nine being for serious or gross misbehaviour. The list is by no means exhaustive. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this. The particular stage used will depend on the seriousness of the misbehaviour.

1. Reasoning with the pupil (including advice on how to improve).
2. Reprimand or Warning regarding behaviour
3. Temporary separation from peers, friends or others.(5-15 minutes within own classroom/yard area to complete task at hand or cool down)
4. Loss of privileges / Consequence sheet (from 3rd class)
5. Teacher communicates with parents / guardians – solutions and strategies outlined. Teacher also informs Principal at this stage.
6. Referral to the principal teacher.
7. Exclusion from some school outings/activity.
8. Temporary suspension.
9. Expulsion

Communication with parents / guardians through letters, phone call or meetings will occur at all stages from stage four or where necessary so that parents / guardians are involved at an early stage rather than as a last resort. Please also take note of procedures in our Anti-Bullying Policy.

Procedures in respect of Suspension. (as per pages 70- 77 of the NEWB Guidelines)

While the BoM has the authority to suspend, they have delegated this authority to the Principal together with either the Chairperson of the BOM or the Deputy Principal for periods of up to three days. The following procedures will apply:

- 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

- Principal notifies parent 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 student 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 reached 6, TUSLA (formerly 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.

Expulsion.(As per page 82 of the NEWB Guidelines)

Procedures in respect of expulsion.

- 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 (see page 84 NEWB guidelines)
- Consideration by the BOM of the principal's recommendations and the holding of a hearing. (see page 84 NEWB Guidelines)
- BOM deliberations and actions following the hearing. (page 85 NEWB Guidelines)
- 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 tusla.ie. This form

should be completed and sent to Educational Welfare Services, Tusla - Child and Family Agency, Floor 4, Brunel Building, Heuston South Quarter, Dublin 8.

- 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 Skills (Education Act 1998 section 29)

The following policies should be read in conjunction with this policy:

- Internet Acceptable Use Policy (AUP)
- Remote Teaching and Learning Plan
- School Uniform
- Procedures for Trips
- Complaints Policy
- Anti-Bullying Policy
- Child Protection Policy

Signed Chairperson: Pat Corrigan

Date: 19/11/24

Signed Principal: Karen Hennessy

Date: 19/11/24