



# *Killea National School*

*Killea, Templemore. Co. Tipperary E41HW20*

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## *Code of Behaviour*

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore, any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

*Ar Scath a Cheile a Mhaireann Na Daoine*

School Roll No: 14460N  
Principal: Mary Kennedy  
Deputy Principal: Kate McGrath





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## *Aims of the Code*

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good
- behaviour patterns based on consideration and respect for the rights of others
- To facilitate the development and education of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood
- through availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

## *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.

### *As adults we should aim to:*

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- 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, ability and disability
- Show appreciation of the effort and contribution of all
- To discourage physical aggression





## *School Rules*

- Respect for self and others
- Respect for other's property
- Respect other students and their learning
- Kindness and willingness to help others
- Follow instructions from staff immediately
- Walk quietly in the school building
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom
- Do your best in class
- Take responsibility for your own work

These can be summoned up in six main rules:

- Respect/ Be nice
- Do your best
- Be tidy
- Be safe
- Walk
- Listen

## *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. Rules are devised with regard for the health, safety and welfare of all members of the school community.

## *Class Rules*

1. We will be kind and helpful to others.
2. We will take turns and always share.
3. We will work quietly in our seats.
4. We will raise our hands to speak.
5. We will listen to the person speaking.





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6. We will always tell the truth.
7. We will keep our tables tidy and neat.
8. We will always try our best.

## *Yard Rules*

1. We will play safely.  
( No punching, No hitting, No kicking, No pushing)
2. We will speak nicely to one another.  
( No bad language, No calling names, No put downs)
3. We will include others in our games.
4. We will line up safely.  
( No skipping, No pushing)
5. No running or skidding in the corridor.
6. **Kind Hands, Kind Words, Kind Feet**

## *Rules for School Outings*

- We will behave on the bus – be careful getting on and off the bus – remain seated on the bus.- wear seatbelts at all times on the bus – never distract the driver of the bus.
- We will take responsibility for our own belongings
- We will not bring valuables of any kind on school outings e,g, mobile phones, computer games, jewellery...
- We will be respectful of others.
- We will listen to and follow instructions from guides/leaders/instructors.
- We will be respectful of the property of others





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## *Incentives*

Part of the vision of Killea National School is to help children achieve their personal best- academically, intellectually 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. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some examples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- 

## *Sanctions*

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

- It must be clear why the sanction is being applied
- The consequences 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 child that is the focus





## ***Unacceptable Behaviour***

Three levels of misbehaviour are recognised: Level 1, Level 2 or Level 3. The degree of misbehaviour will be judged by the teachers and/or principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours as follows

### ***Level 1***

#### ***Examples of Level 1 Misdemeanours***

1. Interrupting class work
2. Running in school building
3. Leaving seat without permission at lunch time
4. Placing unfinished food / drink in bins
5. Leaving litter around school
6. Not wearing complete school uniform
7. Being discourteous / unmannerly
8. Not completing homework without good reason
9. Not having diary signed by a parent
10. Fidgeting / inattention
11. Wasting time
12. Using bad language
13. Eating in class
14. Careless work
15. Sulking
16. Books / Copies left at home

***Examples of steps taken by teachers when dealing with level 1 misdemeanours:***





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- \* Verbal reprimand/reasoning with pupil
- \* Noting instance of misbehaviour
- \* Temporary separation from peers at break/lunch

*Examples of steps taken by teachers when dealing with regular occurrences of level 1 misdemeanours:*

- Temporary separation from peers/ Detention at break/lunch
- Re-engagement with school rules
- Loss of Privileges
- Contact made with parents

## *Level 2*

### *Examples of Level 2 Misdemeanours*

1. Constantly disruptive in class
2. Refusing to work in class
3. Telling Lies
4. Stealing
5. Damaging other pupils property
6. Bullying
7. Back-answering a teacher
8. Leaving school premises during schooldays without appropriate permission
9. Using unacceptable language
10. Throwing objects
11. Deliberately injuring a fellow pupil
12. Deliberate/Blatant/on-going disobedience
13. Gross insolence





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14. Kicking / fighting / hitting
15. Calling hurtful/insulting names
16. Bringing a mobile phone to school without permission

Examples of steps taken by teachers when dealing with level 2 misdemeanours:

- Separation from peers and extra work
- Loss of privileges
- Note to be signed by a parent
- Class teacher to contact parents.
- Referral to Principal
- Serious loss of privileges
- Meeting with Parents

### *Level 3*

#### *Examples of Level 3 Misdemeanours*

1. Violent/Threatening/Aggressive behaviour towards a teacher/pupil
2. Bringing a dangerous weapon to school
3. Being in possession of alcohol or drugs
4. Deliberately damaging school property
5. Theft
6. Using inappropriate language of a sexual nature.
7. Cyber Bullying

*Examples of steps taken by teachers when dealing with level 3 misdemeanours:*

- Any of the above instances of level 3 misdemeanour can mean automatic suspension







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- Referral to Principal
- Separation from Peers, Extra Work, Serious/Multiple Serious loss of privileges
- Meeting with Parents
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the 'Rules for National Schools' as amended by circular and Education Welfare Act 2000)

The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised. The aim of the sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this: *Sanctions should relate as closely as possible to the behaviour.*

**A number of sanctions can be put in place at the one time if the behaviour is very serious. Sanctions will be imposed by the school in accordance with our Code of Behaviour. Parents will be informed of the sanctions when deemed necessary.**

### *Keeping records*

Teachers shall keep a written record of all instances of misdemeanors in the classroom as well as the playground.

### *Suspension / Expulsion Suspension*

Suspension is defined as requiring the child to absent himself/herself from the school for a specified, limited period of school days. The Board of Management of Killea NS has the authority to suspend a child. Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked.

The decision to suspend a child requires serious grounds such as that:





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- the child's behaviour has had a seriously detrimental effect on the education, development or
- wellbeing of other children
- the child's continued presence in the school at this time constitutes a threat to safety
- the child is responsible for serious damage to property.

A single incident of level 3 misconduct may be grounds for suspension. Suspensions can give the child time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the child to change unacceptable behaviour. However, suspension can be counter-productive if used without a clear rationale or without measuring its impact and value. School management will consider the risk of any unwanted outcomes from suspension. The Factors to be considered before suspending a child as per NEWB guidelines (pg.72) will be used.

Suspension will be part of an agreed plan to address the child's behaviour. The suspension will:

- enable the school to set behavioural goals with the child and their parents
- give school staff an opportunity to plan other interventions
- impress on a child and their parents the seriousness of the behaviour.

### *Forms of suspension*

#### *Immediate suspension*

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the child in the school at the time would represent a serious threat to the safety of child or staff of the school, or any other person. Fair procedure must still be applied. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:





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- inform the child and their parents about the complaint Let the child and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone and/or in writing.
- give parents and child an opportunity to respond Parents and child will be given an opportunity to respond before a decision is made on suspension.

### Period of suspension

A child will not be suspended for more than three days, except in exceptional circumstances where the school considers that a period of suspension longer than three days is needed in order to achieve a particular objective. Appeals Parents can appeal a suspension through an appeals process provided by the patron. Section 29 Appeal Where the total number of days for which the child has been suspended in the current school year reaches twenty days, the parents, may appeal the suspension under section 29 of the Education Act 1998. Written notification The Principal will notify the parents and the child in writing of the decision to suspend.

The letter will 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 child and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29).

### Engaging with child and parents

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal and/or another staff member delegated by the Principal meets with the parents to emphasise their responsibility in helping the child to behave well when the child





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returns to school and to offer help and guidance in this. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

## *Grounds for removing a suspension*

A suspension may be removed if the patron decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

After the suspension ends:

The school will make every effort to re-integrate the child successfully into the school. A child will be given the opportunity and support for a fresh start.

## *Records and reports*

Records of investigation and decision-making

Formal written records will be kept of:

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

Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)). The school will review the use of suspension as the need arises or as guidelines dictate.

## *Expulsion*

A child is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school. The Board of Management of Killea NS has the authority to expel a child. The BOM will only expel a child in extreme cases of unacceptable behaviour. The





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school will have taken significant steps to address the misbehaviour and to avoid expulsion of a child.

A proposal to expel a child requires serious grounds such as that:

- the child's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the child's continued presence in the school constitutes a real and significant threat to safety
- the child is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the child's behaviour.

### *Expulsion for a first offence*

There may be exceptional circumstances where the Board of Management forms the opinion that a child will be expelled for a first offence. The Factors to be considered before expelling a child as per NEWB guidelines pg. 82 will be used.

### *Procedures in respect of expulsion*

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a child.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

- A detailed investigation carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.





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- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel. The school will refer to the NEWB guidelines pg. 83-86 for specific procedures in relation to expulsion.

## *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). An appeal may also be brought by the National Educational Welfare Board on behalf of a child. The school will review the use of expulsion as the need arises or as guidelines dictate.

## *Success Criteria*

The following are indicators of the success of the policy:

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy are being consistently implemented by teachers
- Positive feedback from teachers, parents and children

## *Roles and Responsibility*

The teachers have responsibility for implementation of the code in their classrooms.

## *Children with Special Needs*

All children are required to comply with the Code of Behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules.

Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and /or Principal will work closely with home to ensure that optimal support is





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given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

## *Methods of Communicating with Parents*

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among and between staff; pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

- Informal parent/ teacher meetings and formal parent/ teacher meetings
- Through children's homework journal (Infants do not have a homework journal-check bags)
- Phone calls to/from school
- Letters/ notes from school to home and from home to school
- School notice board

## *Review*

This policy will be reviewed regularly and updated as necessary.





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## *Code of Behaviour and Anti - Bullying Policies*

We accept and understand the schools code of behaviour. All policies are available on our school website. Hard copies are available on request from the school office.

Childs Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

Parents/Guardian: \_\_\_\_\_

Print: \_\_\_\_\_

Date: \_\_\_\_\_

Parents/Guardian: \_\_\_\_\_

Print: \_\_\_\_\_

Date: \_\_\_\_\_



School Stamp







**This policy was reviewed and updated by the staff of Killea NS and ratified by the Board of Management.**

Signed Mary Stebbins Date 04.10.2023

*Chairperson Board of Management*

Signed Mary Kennedy Date 04.10.2023

*School Principal*

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