

# **Code Of Behaviour**

## **February 2020**

# Whitechurch National School

## Whitechurch Road, Rathfarnham, Dublin 16, Ireland

Scoil Náisiúnta an Teampaill Ghill, Bóthar Teampaill Ghill, Ráth Fearnáin, BÁC 16.

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School Roll Number: 11638N



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### Chairperson

Rev. Canon A. H. McKinley

### Principal

Ms. Sarah Richards

### Deputy Principal

Ms. Judy Brown

## Code of Behaviour

### Introduction

This Code of Behaviour describes the school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning in a positive atmosphere. The Code also describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school. To have an orderly, harmonious school, all students are required to behave in accordance with the Code of Behaviour.

This Code of Behaviour is the result of a process of collaboration between staff, Board of Management, pupils (Student Council) and parents. All procedures outlined in this policy are in line with DES guidelines. *Ref. Developing a Code of Behaviour: Guidelines for Schools (NEWB, 2008)*

### School Mission Statement:

Whitechurch National School is a co-educational primary school under Church of Ireland patronage. We operate under Department of Education and Skills guidelines and curricular content. In our school community we aspire to promote a nurturing environment where each child is encouraged and motivated academically, socially, and spiritually to become a responsible happy individual. This environment is created by encouraging mutual respect and tolerance, by the attention given to each child in our care, and through close home-school cooperation.

### Other school Policies relevant to the Code of Behaviour:

- Mobile Phone and Electronic Devices Policy
- Health and Safety Statement
- Special Educational Needs Policy
- School Tours and Excursions Policy
- Child Safeguarding Statement
- Anti Bullying Policy
- Attendance Policy
- Acceptable Usage Policy (AUP)
- Physical Intervention with Pupils Policy
- Substance Abuse Policy

## **Basic aims and principles underpinning this Code of Behaviour**

The school has chosen to adopt this Code of behaviour in order to:

- provide clarity
- affirm that everyone's behaviour matters
- focus on promoting positive behaviour
- balance the needs of all pupils
- recognise that relationships are crucial
- focus on personal responsibility
- ensure fairness and equity
- promote equality
- recognise educational vulnerability
- attend to the welfare of students
- attend to the welfare of staff
- promote safety and freedom from threat.

## **The standards of behaviour expected in Whitechurch National School:**

There is a high standard of behaviour expected of all pupils at Whitechurch National School.

These standards reflect values such as:

- respect for self and others
- kindness and willingness to help others
- courtesy and good manners
- fairness
- readiness to use respectful ways of resolving difficulties and conflict
- forgiveness.

Whitechurch National School expects a commitment from pupils to their own learning and that of others. This commitment includes:

- attending school regularly and punctually
- doing one's best in class
- taking responsibility for one's work
- keeping the rules
- helping to create a safe, positive environment
- respecting staff
- respecting other pupils and their learning
- participating in school activities.

## **Roles and Responsibilities:**

All staff at Whitechurch National School play an important part in upholding the high standards of behaviour expected at the school. All staff follow the Code of Behaviour in a consistent manner and attention is paid to the smaller everyday interactions and behaviours that promote, develop and maintain a well ordered, secure, safe and happy environment such as lining up well, walking in a line, using good manners, picking up litter etc. The Principal and Deputy Principal oversee the implementation of the Code of Behaviour in conjunction with the Class Teachers, SNAs, and Support Teachers. The Board of Management also plays a significant role in supporting the Code of Behaviour in terms of oversight, support for school staff and the provision of training where deemed necessary.

### **Promoting good behaviour:**

Promoting good behaviour is the main goal of the Code of Behaviour. School management and staff actively foster a school ethos, policies, and practice that help to promote positive behaviour and prevent inappropriate behaviour. A daily/weekly motivation chart will be used in the Infant classrooms for class groups to reward good behaviour. Pupils from 1<sup>st</sup> to 6<sup>th</sup> classes have a behaviour sheet and can earn green squares which lead to homework passes. There are many other ways in which good behaviour is promoted in Whitechurch National School:

- positive everyday interactions between staff and pupils
- good school and class routines
- clear boundaries and rules
- helping pupils themselves to recognise and affirm good learning behaviour
- recognising and giving positive feedback about behaviour
- exploring with pupils how people should treat each other
- involving pupils in the preparation of the school and classroom rules
- explicit teaching of school rules
- exploring issues relating to the standards and values espoused by the school through curricular content eg. R.E., S.P.H.E. etc.
- private and public recognition of good behaviour
- verbal praise
- prizes for good behaviour eg. stickers, treats etc.
- group prizes or individual prizes
- ‘Student of the Week’ awards
- ‘Class of the Month’ awards
- homework passes
- Golden Time
- being given a responsibility
- motivation charts- individual or group
- Class Dojo.

### **School Rules**

The following rules apply on a general basis to all school related activities, both on and off site:

- Be honest
- Be kind and considerate
- Use polite words
- Walk calmly, don’t run
- Listen to teachers
- Take turns
- Be gentle, don’t hurt
- Take care of our school, keep it tidy
- Take care of belongings
- Do your best
- Follow the rules!

### **Class Rules**

Class rules reflect the school rules and are determined by each individual teacher in conjunction with their class. The school rules must be followed alongside any class specific

rules. Teachers make their pupils aware of the rules through discussion of and teaching of the rules, wall charts, and reminders as necessary.

### **Yard Rules**

- Break times are from 10.30-10.45 and 12.20-12.50.
- Pupils walk in an orderly fashion to yard. There is a minimum of two adults on yard duty at all times and they are visible in the yard.
- Junior and Senior Infants must remain in top yard.
- Seniors (1<sup>st</sup> – 6<sup>th</sup>) remain in lower yard or at roundabout. Split into 2 groups (1<sup>st</sup>-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>). The 2 groups swap alternate weeks between the roundabout area and the basketball court.
- Balls are not permitted on the roundabout- this facilitates other games.
- No running down paths to classrooms, around prefab, into school building, around trees or onto grass.
- No children are permitted to play on any flowerbed.
- No climbing on rocks or trees, no playing around cars.
- Footballs, skipping ropes etc. (pupil's own) permitted in yard.
- No leather/hard balls permitted.
- No climbing or swinging on school gate.
- No picking up sticks/ stones in the yard.
- No fighting with others in the yard.
- Pupils must ask permission to go to the bathroom or the water fountain.
- Pupils do not climb on walls to retrieve balls.
- All litter to be placed in bins.
- At end of break pupils line up **quietly** on the basketball court/ infant yard & are accompanied by their teacher to the classroom where they sit down in an orderly fashion.

### **The ways in which the school responds to unacceptable behaviour**

The kinds of behaviours that are not acceptable in the school include:

- behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- behaviour that interferes with teaching and learning
- threats or physical hurt to another person
- damage to property
- theft.

It is important to note that the list above is not exhaustive, and in defining what behaviours are not acceptable it is useful to compare behaviours against the standards and behaviour values of Whitechurch National School in determining if a particular behaviour is unacceptable.

There are three general levels of misbehaviour in Whitechurch National School- white, yellow, and red. Some examples are the same in each category- the level of seriousness will determine which category the behaviour falls into and not the type of behaviour alone:

#### **WHITE (for petty offences)**

Some examples of petty offences:

- persistent talking in class
- persistent disruption in class

- causing deliberate damage/ defacing of own or other's property
- failure to submit good quality work at the pupil's own best levels on a regular basis
- persistent lack of effort
- failure to follow a teacher/ SNA's instructions
- failure to obey school rules
- physically hurting another pupil
- verbally abusing another pupil

**YELLOW (for minor offences and/or after every 3 white offences)**

Some examples of minor offences:

- Deliberate damage to school property
- physically hurting another pupil
- verbally abusing another pupil
- failure to obey school rules

**RED (for very serious offences and/or following 3 yellow offences)**

Some examples of serious offences:

- Serious deliberate damage to school property
- physically hurting another pupil
- verbally abusing another pupil
- assaulting a teacher or other staff member
- failure to obey school rules
- theft
- smoking
- taking drugs

**Sanctions:**

Sanctions must match the level of misbehaviour and must address the behaviour and not the child. The following is a non exhaustive list of sanctions which may be used if a pupil displays unacceptable behaviour:

- reminder of the rules
- stating the acceptable behaviour
- proximity praise
- reprimand
- yellow or red square in classroom behaviour sheet
- removal from normal desk
- separation from peers/ time out
- extra homework
- working break time- completing work inside during break time (with prior agreement of the principal)
- suspension (Principal/ Board of Management)
- expulsion (Board of Management).

*Procedure for Behaviour Reflection Cards:* (see Appendix 4)

Behaviour Reflection Cards are given for the nature of the misbehaviour and depending on the kind of card given for the last incident of misbehaviour. In general, teachers find that giving yellow and red cards is a rare occurrence as the general standard of behaviour in the school is high and white cards are a deterrent in themselves.

However parents should note the following:

**White Behaviour Reflection Cards** are given for petty offences. The card usually has the offence recorded on it for parents information.

- Parents should have a quiet word with the child about the need for good behaviour. The child should not be punished by parents for receiving a white card.
- It is not necessary for parents to meet with the class teacher to question the reason for their child receiving a white card. Nor is it appropriate to write a note to the teacher on the card.
- No additional sanctions will be issued aside from completion of the behaviour reflection card.
- Parents should be assured that teachers do not give white cards for no reason. It can be very undermining of the teacher's authority in the classroom if parents make an issue out of their child receiving a white card.

**Yellow Behaviour Reflection Cards** are given for minor offences or after receipt of the third white card. Parents/ guardians may be asked to meet with the class teacher about their child's behaviour. Sanctions will be issued in line with the level of misbehaviour, along with the completion of the behaviour reflection card.

**Red Behaviour Reflection Cards** are given for serious offences or after receipt of the third yellow card. Parents/ guardians will be asked to attend a meeting with the principal about their child's behaviour. More serious sanctions will be issued, along with the completion of the behaviour reflection card.

Younger children or those pupils with special education needs, may be given a behaviour card instead of a behaviour reflection card if they are deemed unable to write their own reflection (see templates at Appendix). A teacher or their parent may also be asked to scribe for them if it is felt that a written reflection/ explanation of their behaviour is needed.

Behaviour reflection cards will be kept in the pupil's profile to aid in identifying patterns of behaviour and to allow for review of behavioural support strategies. The behaviour reflection cards are not transferred to any other school a child moves to.

If a child's behaviour is a cause for concern, teachers will be available to meet with parents to discuss possible strategies, including developing a behaviour management plan. All children misbehave from time to time. Generally speaking a child who receives the odd white card does not have a behaviour problem but merely needs reminding of what constitutes good behaviour.

### **Pupils with Special Educational Needs**

The school recognises that where a child has a special educational need, sometimes this may affect their behaviour. While all pupils are expected to behave in the same way at school, additional supports may need to be put in place to help pupils with special educational needs achieve good standards of behaviour. The school recognises that the educational needs of a pupil whose behaviour is unacceptable will be balanced with the educational needs of the other pupils in the school. The same balance also applies to the Health and Safety needs of all pupils and staff.

## **Fresh Start**

As the sanctions system is based on the accumulation of cards, a limit to the holding of cards has been set to one school year. This is to allow each pupil to have a 'fresh start' at the beginning of every school year. However, if a specific behaviour plan with individualised targets has been put in place, this may be kept going forward into a new class level.

## **Addressing bullying behaviour:**

The school has a comprehensive policy on dealing with bullying and harassment. Where the school feels that behaviour falls under the category of bullying or harassment, the school's 'Anti Bullying Policy' will apply. *Please see the Anti Bullying Policy for further information.*

## **School procedures for the use of suspension and expulsion:**

### **Suspension**

Suspension is defined as 'requiring the student to absent himself/herself from the school for a specified, limited period of school days. During that period the pupil retains his/her place in the school.' (NEWB, 2008)

#### *Authority to suspend:*

For serious misbehaviour or continuous misbehaviour, pupils may be suspended by the Principal for a maximum of three days. This period of suspension may be extended at the discretion of the Board of Management.

Suspension may occur when:

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

A single incident of serious misconduct may be grounds for suspension.

#### *Suspension as part of a behaviour plan:*

Suspension should:

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

#### *Procedures for suspension:*

When a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should:

- in the case of immediate suspension, notify the parents/ guardians and make arrangements with them for the student to be collected.
- a formal investigation should immediately follow the imposition of the immediate suspension.

#### *Implementing the suspension:*

The school will notify the pupil and parents/ guardians in writing of the decision to suspend. The letter should confirm:

- the period of suspension and dates when the suspension will begin and end
- the reason for suspension
- any study program to be followed



- arrangements for returning to school
- requirement of the commitment by the pupil and parents/ guardians to follow the code of behaviour
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary general of the Department of Education.

*Re-integrating the pupil:*

The pupil will be given the opportunity and support for a fresh start. A plan to help the pupil catch up with any missed work will be put in place. A behaviour plan may also be put in place to help support the pupil in their behaviour. The school will expect the same behaviour of the pupil who has been suspended as all other pupils.

*Records and reports:*

Formal written records will be kept by the school of:

- the investigation
- the decision and rationale for the decision
- the duration of suspension and any conditions attached to the suspension.

The principal will report all suspensions to the Board of Management along with the reasons for and duration of the suspension. The principal is also required to report suspensions to the NEWB/Tusla.

***Expulsion***

A pupil is expelled from the school when the Board of Management makes a decision to permanently exclude him/her from the school. The Board of Management has the authority to expel a pupil, and as a matter of best practice, this authority should not be delegated.

Expulsion of a pupil is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and avoid expulsion including, as appropriate:

- meeting with parents/ guardians and the pupil to try and find ways to change the behaviour
- making sure parents/ guardians and the pupil understands the possible consequences of their behaviour if it persists
- ensuring all other possible options have been tried
- seeking the assistance of support agencies eg. NEPS, HSE, CAMHS, NCSE, SESS etc.

*Grounds for Expulsion:*

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The student 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 pupil's behaviour.

*'Automatic' Expulsion:*

The following named behaviours can, where the Board of Management deems it appropriate, carry the automatic sanction of expulsion, whether or not it is the first offence:

- a serious threat of violence against another pupil or member of staff
- actual violence or physical assault
- supplying illegal drugs to other pupils in the school
- sexual assault.

*Procedures for expulsion:*

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

1. ***A detailed investigation carried out under the direction of the principal.***

The principal should:

- inform pupil and parents/ guardians of the alleged misbehaviour in writing, how it will be investigated and that it could lead to expulsion
- give parents/ guardians and the pupil every opportunity to respond to the complaint before a decision is made and the sanction imposed.

2. ***A recommendation to the Board of Management by the principal that expulsion may be warranted.***

The principal should:

- inform the pupil and parents/ guardians in writing that the Board of Management is being asked to consider expulsion
- ensure parents/ guardians have records of the allegations against the pupil, the investigation and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to the parents/ guardians
- notify the parents/ guardians of the date of hearing by the Board of Management and invite them to the meeting
- advise parents/ guardians that they can make written and oral submissions to the Board of Management
- ensure parents/ guardians have enough notice to allow them to prepare for the hearing.

3. ***Consideration by the Board of Management of the principal's recommendation and the holding of a hearing.***

At the hearing, the principal and the parents/ guardians put their case to the Board in each other's presence and should be allowed to question the evidence of the other party directly.

4. ***The Board of Management deliberations and actions following the hearing.***

If expulsion is recommended, the Board of Management must notify the Educational Welfare Officer in writing and give reasons for this opinion. Pupils cannot be expelled for 20 school days. The Board should inform parents/ guardians about its conclusions and the next steps in the process.

5. ***Consultations arranged by the Education Welfare Officer.***

Within 20 days of notification from the Board of Management, the Educational Welfare Officer must:

- make reasonable efforts to hold individual consultations with the principal, parents/ guardians and pupil and anyone else who may be of assistance

- convene a meeting of those parties who agree to attend to ensure arrangements are made for the pupil to continue in education.

#### **6. Confirmation of the decision to expel.**

When 20 days have elapsed following notification of the educational Welfare Officer, and the Board of Management still agree that the pupil should be expelled, the pupil's parents/ guardians should be notified immediately. The parents/ guardians and pupil should be told about the right to appeal and be supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel a pupil.

#### *Appeals for expulsion:*

A parent/ guardian may appeal a decision to expel to the Secretary General of the Department of Education. An appeal may also be brought by the NEWB on behalf of the pupil.

#### **When and where behaviour will be subject to the code of behaviour**

Behaviour will be subject to this code during all school related activities that take place on and off school premises. Behaviour when representing the school at any outside event will be subject to a high level of scrutiny. All members of the school community are required to represent the school with the highest level of positive behaviour. *Please see School Tours and Excursions Policy.*

#### **Dealing with Concerns or Complaints**

If a parent, student or staff member has any concern or complaint about behaviour, they may contact the class teacher or principal where appropriate. A class teacher may also consult with a member of the Special Education Team regarding appropriate support for pupils where it is felt that there is an ongoing behavioural issue. If it is felt that a concern about behaviour has not been addressed satisfactorily, then the appropriate complaints procedure may be used. Where possible, the school seeks to resolve all issues as early as possible and as close to the original problem as possible. *Please see Special Education Policy.*

#### **Notification of student absences from school**

Parents/ guardians are requested to let the school know of any pupil absence as early as possible through email, in writing, phone call etc. The expected length of absence (if known) should be communicated and the reason for the absence given. On the pupil's return to school, the parent/ guardian should fill in an absence form (available on the school website and on the school notice board) and send this to the class teacher. Alternatively, a parent may complete the absence reason via the Aladdin App. The length of and reason for the absence should be clearly marked on this form as the school is required under the Education Welfare Act 2000 to report absences and reasons to the NEWB/Tusla.

#### **Behaviour of adults at the school**

All teachers are subject to the Teaching Council Code of Professional Conduct (available on the Teaching Council website).

All parents/ guardians of those pupils attending the school are subject to the Code of Behaviour for Parents/ Guardians (available at Appendix 1).

**An Garda Síochána will be automatically notified of any criminal offences.**

**Child Protection issues will be reported to the relevant authorities.**

**Policy Success Criteria:**

- a high level of positive behaviour is displayed throughout the school.
- an orderly and harmonious atmosphere is evident in the school.
- support for the Code of Behaviour is shown from staff, parents and pupils.
- positive relationships are evident amongst the staff, pupils and parents.
- teaching and learning taking place successfully.

**Ratification and Implementation:**

This policy was discussed and ratified by the Board of Management and communicated to the school community in February 2020. It will also be made available on the school website and all parents/ guardian of new pupils will be required to read and sign a statement to say that they have read, understood and agree to the school’s Code of Behaviour.

**Review:**

The policy will be reviewed on a regular basis and amended as necessary.

This policy was adopted by the Board of Management on \_\_\_\_\_[date]

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_

Chairperson of Board of Management                      Principal

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

**Appendices:**

1. Code of Behaviour for Parents/ Guardians
2. Code of Behaviour Summary Note to Parents/ Guardians
3. Student Behaviour Reflection Card Template (for copying onto appropriate colour)
4. Student Behaviour Reflection Card for Junior Infants or those pupils unable to write their own reflection (for copying onto appropriate colour paper)
5. School Rules Posters

## *Appendix 1: Code of Behaviour for Parents/ Guardians*

### **Whitechurch National School**

**Whitechurch Road, Rathfarnham, Dublin 16, Ireland**

*Scoil Náisiúnta an Teampaill Ghill, Bóthar Teampaill Ghill, Ráth Fearnáin, BÁC 16.*

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**School Roll Number:** 11638N



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#### ***Chairperson***

*Rev. Canon A. H. McKinley*

#### ***Principal***

*Ms. Sarah Richards*

### **Code of Behaviour for Parents/ Guardians**

Whitechurch National School recognises and values the atmosphere of cooperation and respect that exists between the parent body and the school. Without the support of the parents/guardians, it would not be possible to provide the same high standard of educational experiences for our pupils. Parents/ guardians who demonstrate a respect for the school staff through polite and reasonable behaviour greatly add to the positive working atmosphere of the school, and also set a good example for the pupils. In this regard, the school insists that all parents/guardians follow our general code of behaviour for parents/guardians. The successful enrolment of pupils is dependent on parents/ guardians accepting the conditions outlined in the Code of Behaviour.

#### ***Code of Behaviour for Parents/ Guardians:***

- Parents/ guardians understand and acknowledge that the school and its staff have the best interests of the pupils as their foremost aim.
- Parents/ guardians work with the school staff to provide the best possible educational experience for the pupils.
- Parents/ guardians play their part in ensuring that there is a ‘school supportive’ atmosphere in the home i.e. homework is completed and checked, pupils attend school daily, pupils are brought to school on time, encouragement for schoolwork is given etc.
- All parents/ guardians are asked to make an appointment at a suitable time outside of class hours where possible if they wish to meet with teachers. Of course, short messages may be given to teachers immediately.
- Parents/ guardians use polite and respectful language when addressing pupils and staff members.
- Parents/ guardians notify the school where there is an issue concerning their child as soon as possible so that the school can work to resolve the matter.
- If a parent/guardian has a complaint, they should follow the procedures outlined in the school’s Department of Education aligned ‘Parental Complaints Procedure’.
- Where a sanction has been issued to a pupil, parents/ guardians acknowledge that the school must apply its rules and procedures consistently. Parents/ guardians may be asked to attend a meeting regarding their child’s behaviour and to discuss possible approaches to be taken depending on the nature of the issue.

- Parents/ guardians attend the annual parent teacher consultation meeting to discuss their child's progress. It is possible to make alternative arrangements with the teachers if a parent/guardian cannot attend the designated time slots given to them.
- Parents/ guardians set a positive example for the pupils in respect of their general behaviour and conduct.
- Parents/ guardians should not belittle/ make disrespectful remarks about teachers to their children as this can cause children to become unmotivated/ display unacceptable behaviour in school.
- Parents/ guardians should not spread malicious rumours about school staff members (this includes parents/guardians working in a voluntary capacity for the school) either in public or on social media/ internet.
- The use of physical intimidation or acts of physical violence against pupils or staff members will not be tolerated.
- Parents/ guardians will be asked to leave the school premises if the principal feels that any pupils or staff members are at risk from unwanted behaviour. The school reserves the right to refuse entry without explanation or prejudice to those individuals where there is a concern for the health and safety of pupils or staff members. The school may contact the Gardaí if deemed necessary.
- The school is obliged by law to report any child protection concerns to the HSE. The school's role is one of reporting and not of investigating. The relevant professionals from outside agencies eg. Tusla will be involved in investigating any concerns.
- Where a parent/ guardian is assisting with any school activity eg. school tours, they follow the direction of the teacher in charge.
- Parents/ guardians acknowledge that the code of behaviour extends to all school related activities whether during school time or extracurricular, or whether or not these activities take place on school premises or elsewhere.

***Extra Curricular Sport Activities:***

- As a parent/ guardian, you can play an important role in enhancing the quality of your child's involvement in sport by encouraging them to put in their best effort/ have a go, improve their skills, make friends, play by the rules, appreciate and accept everyone in the group regardless of ability/race/religion/gender etc., and to accept winning and losing as part of the game.
- Parents/guardians should be positive role models for their children- lead by example.
- Parents/ guardians show appreciation of, and respect towards sports officials and their decisions.
- Parents/guardians encourage children to play within the rules.
- Parents/guardians behave responsibly on the sidelines and in all interactions involving children.
- The focus is on the child's efforts rather than on performance, and on the fun and participation of the child in the activity.
- It is not acceptable to put undue pressure on a child or to ridicule or yell at a child for making a mistake or losing a game.

- Parents/guardians respect the coach's decision when teams are picked, acknowledging that many factors influence the selection of team members, most particularly that all children play at a level that suits their ability.
- Parents/ guardians are encouraged to become involved and provide assistance where possible in the school's extra-curricular and sporting activities through the relevant organiser.
- The Board of Management / PTA reserves the right to refuse/withdraw participation.

**The Board of Management may, where it feels that a parent/ guardian is displaying unacceptable behaviour, ban a parent/guardian from attending school events/ entering the school premises. At all times, the Health and Safety of the pupils and staff are the foremost concern of the Board of Management in any decisions it makes.**

**Relevant policies:**

Garda vetting, Child Protection, Anti Bullying, Health and Safety, Parental Complaints Procedure, Enrolment policy.

**An Garda Síochána will be automatically notified of any criminal offences.**

**Child Protection issues will be reported to the relevant authorities.**

## Appendix 2: Code of Behaviour Summary Note for Parents/ Guardians

### Whitechurch National School

Whitechurch Road, Rathfarnham, Dublin 16, Ireland

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School Roll Number: 11638N



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#### Chairperson

Rev. Canon A. H. McKinley

#### Principal

Ms. Sarah Richards

#### Deputy Principal

Ms. Judy Brown

### Code of Behaviour

The primary purpose of the school's Code of Behaviour is to encourage the development of good behaviour throughout the school. To this end, the list of standards of behaviour expected from pupils and the school rules in the Code of Behaviour have been drawn up as a list of positive statements about appropriate and desirable behaviour in school.

Parents/ guardians and teachers are agreed that good behaviour is a pre-requisite for effective teaching and learning to take place. Our behaviour code is reinforced by a system of rewards and provision for sanctions where necessary. The Code of Behaviour recognises the vital importance of teacher/parent co-operation.

A daily/weekly motivation chart will be used in the Infant classrooms for class groups to reward good behaviour. Pupils from 1<sup>st</sup> to 6<sup>th</sup> classes have a behaviour sheet and can earn green squares which lead to homework passes.

The correction system is a card system which is used to reprimand, reflect and encourage improvement in behaviour. It is based on a three card system. These cards are:

- White Behaviour Reflection Card (for petty offences)
- Yellow Behaviour Reflection Card (for minor offences and/or after 3 white cards)
- Red Behaviour Reflection Card (for a very serious offence and/or following 3 yellow cards)

Behaviour Reflection Cards are given for the nature of the misbehaviour and depending on the kind of card given for the last incident of misbehaviour. In general, teachers find that giving yellow and red cards is a rare occurrence as the general standard of behaviour in the school is high and white cards are a deterrent in themselves.

However, parents should note the following:

- White cards are given for petty offences. The card has the offence recorded on it for parents/guardians' information.
- Parents/ guardians should have a quiet word with the child about the need for good behaviour. The child should not be punished by parents for receiving a white card.
- It is not necessary for parents to meet with the class teacher to question the reason for their child receiving a white card. Nor is it appropriate to write a note to the teacher on the card.
- Parents should be assured that teachers do not give white cards for no reason. It can be very undermining of the teacher's authority in the classroom if parents make an issue out of their child receiving a white card.

If a child's behaviour is a cause for concern then of course teachers will be available to meet with parents to discuss possible strategies. All children misbehave from time to time. Generally speaking a child who receives the odd white card does not have a behaviour problem but merely needs reminding of what constitutes good behaviour.

We appreciate your co-operation as we work together to create a climate of positive behaviour within the school.

*Please see the school website for our full 'Code of Behaviour' Policy.*





## Appendix 3: Student Behaviour Reflection Card

<b>Student Behaviour Reflection Card</b>	<b>Student's Name:</b> _____	<b>Class:</b> _____
	<b>Time of Incident:</b> _____	<b>Date:</b> _____

### The school rule I chose not to follow

<b>Please tick box:</b>			
<b>Be kind and considerate</b>	<input type="checkbox"/>	<b>Be gentle, don't hurt</b>	<input type="checkbox"/>
<b>Use polite words</b>	<input type="checkbox"/>	<b>Take care of our school, keep it tidy</b>	<input type="checkbox"/>
<b>Walk calmly, don't run</b>	<input type="checkbox"/>	<b>Take care of belongings</b>	<input type="checkbox"/>
<b>Listen to teachers</b>	<input type="checkbox"/>	<b>Do your best</b>	<input type="checkbox"/>
<b>Take turns</b>	<input type="checkbox"/>	<b>Other:</b>	<input type="checkbox"/>

### What happened


### My reasons


### What I could have done differently


### What I will do now


<b>Student signature:</b> _____	<b>Date:</b> _____
<b>Teacher signature:</b> _____	<b>Date:</b> _____
<b>Parent(s)/Guardian(s) signature:</b> _____	<b>Date:</b> _____



**Appendix 4: Student Behaviour Reflection Card**  
*For Junior Infants or those pupils unable to write a reflection on their behaviour*

<b>Student Behaviour Reflection Card</b>	<b>Student's Name:</b> _____ <b>Time of Incident:</b> _____	<b>Class:</b> _____ <b>Date:</b> _____
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The school rule pupil chose not to follow			
<b>Please tick box:</b>			
Be kind and considerate		Be gentle, don't hurt	
Use polite words		Take care of our school, keep it tidy	
Walk calmly, don't run		Take care of belongings	
Listen to teachers		Do your best	
Take turns		Other:	
What happened			
Teacher signature: _____		Date: _____	
Parent(s)/Guardian(s) signature: _____		Date: _____	

<b>Student Behaviour Reflection Card</b>	<b>Student's Name:</b> _____ <b>Time of Incident:</b> _____	<b>Class:</b> _____ <b>Date:</b> _____
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The school rule pupil chose not to follow			
<b>Please tick box:</b>			
Be kind and considerate		Be gentle, don't hurt	
Use polite words		Take care of our school, keep it tidy	
Walk calmly, don't run		Take care of belongings	
Listen to teachers		Do your best	
Take turns		Other:	
What happened			
Teacher signature: _____		Date: _____	
Parent(s)/Guardian(s) signature: _____		Date: _____	

## **In Whitechurch N.S. we:**

- ✓ **are honest**
- ✓ **are kind and considerate**
- ✓ **use polite words**
- ✓ **walk calmly**
- ✓ **listen to teachers**
- ✓ **take turns**
- ✓ **are gentle, we don't hurt**
- ✓ **take care of our school and keep it tidy**
- ✓ **take care of belongings**
- ✓ **try our best**
- ✓ **follow the rules!**



## **In Whitechurch N.S. we are:**

- **kind and helpful**
- **polite talkers**
- **calm walkers**
- **good listeners**
- **honest speakers**
- **respectful**
- **rule followers**
- **tidy helpers**
- **fair players**
- **and we always try our best!**