



St George's National School

Code of Behaviour

Code of Behaviour

Introductory Statement

At St George's National School our Code of Behaviour is an integral part of our relationship with students and parents. Our primary aims are to:

- Create a happy and positive atmosphere where all children can learn.
- Ensure the safety and well - being of all members of the school community.
- Have a clear set of roles and responsibilities for each member of the community
- Assist parents, pupils and teachers in understanding the system of procedures that form part of the Code of Behaviour and seek their co-operation.
- Foster co - operation and respect for all people and property.
- Develop in each person a sense of personal responsibility and self-discipline
- Ensure that parents take due time and effort in helping their children with homework and keeping up to date with school developments.

When you register your child in St George's N.S., you accept the terms of our Code of behaviour. Parents are responsible for the behaviour of their children at all times during the school day, including the time spent going to and from school while wearing the school uniform.

The Board of Management is not responsible for children before 9.00am and after 2.40pm.

Parents are expected to fully comply with and support this code.

Rationale

According to DES Circular 20/90, schools are required to have a code of behaviour. This is a revision of our existing Code of Behaviours, which was reviewed in June 2024.

This version is dated June 2026.

Role of Parents:

- Encourage children to do their best and take responsibility for their work and behaviour
- Ensure children come to school and are punctual
- Co-operate with the school's rules, rewards and sanctions
- Attend meetings at the school when requested
- Supervise homework and ensure it is completed
- Ensure children have all books and materials required for school
- Ensure children are collected on time

Role of Principal:

- Ensure consistent application and escalation of Code of Behaviour where necessary
- Support staff in managing rewards and sanctions in accordance with the school Code of Behaviour.
- Monitor levels of Suspension and other sanctions.
- Support with parent communication.

Role of Teachers:

- Teach rules of school at beginning of each year and draw up specific classroom rules
- Remind pupils of school rules regularly
- Remind pupils of yard rules regularly
- Bring matters of concern regarding pupils to immediate attention of parents
- Ensure SEN children and their parents fully understand the code of behaviour and comply with it
- Manage rewards and sanctions in accordance with the school code of behaviour

Role of Children:

- Work to the best of their ability
- Follow the Code of Behaviour
- Show respect to all members of the school community

School Classroom Rules

- We wear our school uniform every day in school and on school trips and do not wear hats, unless with permission.
- We walk at all times inside the school.
- We work quietly, listen carefully and put up our hands if we want to speak.
- We are polite to everyone
- We take care of our things and those of other people.
- We keep our classroom tidy
- We treat our friends as we would like to be treated
- We ask before we borrow and we do not share our lunches
- We do as the teacher says: we try our best at all times and are ready to work.
- We line up quietly going to and coming from the yard.
- Mobile phones are given to the teacher at the beginning of school day and in the evening are not switched on until we are outside the gate
- We do not have chewing gum in the school
- When moving around the school we always follow the footprints.
- We leave the toilets as we found them, fit for use by others.

- We do not wear make-up (unless on scheduled fun day)
- We do not wear false eyelashes, false nails and nails should be cut/filed to a safe length.
- Jewellery such as dangly ear-rings and long chains which can cause accidents are not permitted.

Yard/School Trip Rules

- We obey the teachers/adults who are supervising us
- We respect all others on yard
- We don't hurt anyone with feet, hand or words. Our "Hands Off" rule reminds us of this
- We do not go on the grass in wet weather.
- We do not throw any objects - stones, leaves, branches, toys etc.
- We do not behave in a rowdy way
- We do not lie on the ground as this is dangerous
- During yard time, we always ask permission to go back into the school building and when we return, we must tell the teacher on yard that we have returned
- Keep safe and stay off the trees, tyres and fences
- When the bell rings, we get into line quickly and quietly with no pushing
- When on a trip we behave with good manners and follow the rules that we would in school
- We are respectful to any adults or other children we meet
- When wearing our school uniform we behave in a respectful and responsible manner.

Success Criteria

- More time to give to positive aspects - Maith Thú cards
- Less incidents of misbehaviour
- Parents support and affirm policy.

Roles and Responsibility

- Support and endorsement of policy by Board of Management.
- Support of parents for policy in their response to schools.
- Support of Parents Association
- Circulation of policy to parents by Postholders and Principal

Reward and Sanctions

Whole School Approach to Promotion of Positive Behaviour

The staff of St George's emphasis a positive approach to behaviour. Every opportunity is taken to acknowledge good behaviour and reward it.

We have developed a series of strategies according to class level, which individual teachers draw on. We reward children for good team work and we award certificates for children who make a good effort with their behaviour both months and termly.

These include the following:

- Whole school 'Maith Thú' ticket system: Given out for
 1. Being helpful, considerate,
 2. Being a good friend and showing good manners and respect. Teachers to try and catch these good behaviours as much as possible, and give out cards more frequently.
 3. Making good effort
- Verbal praise
- Acknowledgement for effort.
- (Juniors) stars, stamps, leader for the day, displaying work, class treats, extra privileges.
- (Seniors) system of merit points which earn homework vouchers, class privileges, stamps and end of term certificates.
- Pupil of the Month Awards x1 per class.
- Best handwriting monthly award x 1 per class
- Termly award of best behaviour, effort and attendance for each class

Types of Misbehaviours

Minor Misbehaviour: Will be addressed at classroom level

- Incomplete work
- Constant talking
- Making gestures/noises
- Talking out of turn
- Messing
- Not responding to requests
- Not responding to bell in yard
- Swinging on chairs
- Minor disrespect to teacher or any other member of the school community

Serious/Gross Misbehaviour:

- Persistent low level of misbehaviour with no effort to improve
- Major disrespect to teachers
- Bullying, including that of a cyber-nature, which has permeated the classroom (See our Bullying/Cyber-bullying)
- Physical aggression
- Damage to property/Vandalism
- Theft
- Use of foul language/gestures to teachers or other students
- Threatening a teacher
- Challenging behaviour
- Leaving school premises during the day without permission.
- Sexual innuendo to teachers and other pupils
- Bringing literature directly or via technology of a violent/pornographic nature to school.
- Deliberate assault on pupil or teacher
- Possession of dangerous weapons, prohibited substances
- Arson.
- Sexual harassment/assault
- Playing with mobile phones (see our Mobile Phone Policy)

This list is not exhaustive.

In cases of serious/gross misbehaviour **at home** suspension may occur.

In extreme cases the school reserves the right to expel a pupil.

Sanctions

- See Appendix A - Flowchart
- Reasoning with pupil
- Reprimand (including advice on how to improve)
- Tracker behaviour sheets may be sent home for parents to monitor child's behaviour and sign. Parents are expected to fully co-operate and sign every day until behaviour has improved
- Temporary separation from peers
- Detention during a break. If a child is sent to detention 4 times in a 2 week period, parents will be informed. Detention stamp will be used
- Informal referral to principal
- Formal warning - letter sent home to parents; misbehaviour is recorded.
- Meeting with parents.

Suspension

Suspension (as in keeping with Developing Codes of Behaviour: Guidelines for Schools Chapter 11). The decision to suspend a student requires serious grounds

- Parents receive a text/phone when the child has been in detention. When a student receives 3 detentions a phone call will be made by the class teacher to the parents/guardians informing them of the 3 detentions and consequences of a 4th.
- If a 4th detention is received the child gets a note home to parents inviting them to a meeting with teacher and principal or deputy principal.
- If a child repeats the misbehaviour in the 5 days following the day the note was sent suspension will occur.
- The 1st day of suspension will be an in-school suspension in another class.

A student will not be suspended for more than seven days unless in exceptional circumstances. Suspensions of longer than this will be referred to the Board of Management.

The school will notify the parents and the student of decisions to suspend in writing. When the suspension ends, a plan should be made to reintegrate the student into the class, and pupils should be given the opportunity and support for a fresh start.

Immediate suspension

1. Fighting on yard
2. Aggressive or threatening behaviour towards anyone in the school community where the person feels intimidated
3. Deliberate assault of pupil or teacher including **targeted** shoving, kicking, hitting, punching, pulling or wrestling.
4. Behaviour that represents a serious threat to the safety of the pupil her/himself
5. Bullying (in accordance with bullying policy)
6. Swearing at a teacher in any language (swearing in presence of a teacher/at other children - use own judgement)
7. Serious defiance/arguing aggressively
8. Sexual innuendo/inappropriate gestures or body language towards anyone in the school community
9. Sexual harassment
10. Arson
11. Possession of dangerous objects or weapons or prohibited substances or objects
12. Being in possession of material of a violent or pornographic nature in school.

This list is not exhaustive

Expulsion

In keeping with Developing Codes of Behaviour: Guidelines for Schools Chapter 12, a proposal to expel a student requires serious grounds such as that:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student'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 student's behaviour.

Steps to Expulsion

1. A detailed investigation carried out under the direction of the principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions follow the hearing, including informing the Education Welfare Board of its opinion. (The student cannot be expelled before the passage of 20 days from the date that the NEWB receives this written notification)
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Traffic Lights for classroom management

Everyone starts on green-keeping going! **Excellent behaviour is rewarded** with a child being moved up to the golden star.

First warning move to orange-slow down and think

Second warning: Red - stop

Time-out at the back of the room five minutes with their work - chat with teacher, sanction mentioned e.g. missing part of fun activity (at teacher's own discretion) and then child returns to place on green.

Two red lights in one day - detention.

Examples of behaviours that merit being moved on traffic lights.

1. Talking out of turn in class.
2. Not finishing work.

3. Out of seat without permission.
4. Discourteous and disrespectful behaviour.
5. Bad behaviour on yard that is not serious enough to merit detention - each yard incident reported merits one move and reported back to classroom teacher.
6. Misbehaviour while out with support teacher.

If you stay on green all day you receive an award, class dojo point- at teacher's discretion. Accumulation of points to further awards such as prizes.

Homework/class work is an issue for each individual class teacher and is not an issue to be dealt with in detention. Teachers can keep a note of incomplete homework in the child's journal or on a separate homework tracker sheet to keep parents informed.

If any second note is not signed then parents are informed by a written note that upon a third incident of a note not being signed, the child will be suspended to home for three days as this is viewed as a parent refusing to engage with our code of behaviour.

Evaluation

We are committed to monitoring and evaluating the effectiveness of this Code in line with staff/parental feedback, legislation or other relevant guidelines

Ratification

June 2024

reviewed:

February 2025

Next review:

February 2027 (or as required)

Signed:

Chairperson of the Board of Management

#St George's N.S.

Code of Behaviour

I have read and agreed to support my child in complying with the above Code of Behaviour for St. George's N.S.

I am aware of my responsibilities in ensuring the code is successful.

Signed: _____ (Parent/Guardian)

Date: _____

I have read/had read out to me and understand the code of behaviour and agree to follow all the rules of St George's N.S.

I am aware of my responsibilities in ensuring the code is successful.

Signed: _____ (Pupil)

Date: _____