

## **Our Lady of Good Counsel GNS**

# **Code of Behaviour**

### **Introduction**

The school plays a central role in its pupils' social and moral development just as it does in their academic development. Children bring a wide variety of behaviours to school. As a community environment, the school 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.

This Code of Behaviour, reviewed by the Teaching Staff in consultation with Pupils, Parents/Guardians and the Board of Management, is established to ensure that the individuality of each pupil is accommodated while at the same time acknowledging the right of each pupil to education, in a relatively disruption free environment.

### **Rationale**

In devising this Code of Behaviour consideration has been given to the particular needs and circumstances of the school. The overall aim is to create an ordered and orderly environment at Our Lady of Good Counsel GNS, in which pupils can feel secure and make progress intellectually, spiritually, physically, aesthetically, emotionally and socially by developing self discipline.

### **Relationship to the Characteristic Spirit of the School**

Our Lady of Good Counsel GNS aims to:

- Encourage children to be friendly, happy individuals with the ability and confidence to communicate with each other and with adults.
- Develop all our children intellectually, spiritually, physically, aesthetically, emotionally and socially.
- Encourage moral development through cultivation of good habits, good manners, honesty, respect for each other and authority, through caring discipline.
- Foster an understanding of human society and develop an awareness of the world in which they live.

To this end and to develop each pupil's positive self image we aim to develop pupils' skills in the following areas:

- Communication – written and oral
- Reading and understanding
- Thinking and judgement

Our Lady of Good Counsel GNS, as a school committed to the realisation of these goals, aims to provide a safe, happy friendly, well ordered and stimulating learning environment for all of our pupils. Our endeavour is to provide a curriculum suited to the needs of all pupils so that each may develop to her full potential. We hope to achieve this by having guidelines to direct the behaviour of the individual for the good of all. It should help the child as she grows older to move away from an externally imposed discipline to become self disciplined.

## **Responsibility of Adults**

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

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote honesty and courtesy, through example
- 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 efforts and contribution of all

School staff can help the school achieve its aims by recognising the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff, and between staff, parents/guardians and pupils. Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner.

Parents/Guardians can help the school achieve its aims by:

- Encouraging their children to be mannerly, obedient, truthful, attentive and thoughtful of others.
- Keeping in touch with their children's teacher(s)
- Actively supporting their children with homework and with given tasks.
- Listening to their children and making time to discuss school with them.
- Reading to their children as frequently as they can and allowing their children to help with household tasks.
- Being mindful of the amount and type of television and computer access they allow their children to have
- Reinforcing the School Rules from time to time at home with their children.

## **Code of Behaviour**

The purpose of a Code of Behaviour is to create a positive ethos where learning and development can take place and to promote the highest possible degree of consensus about standards of behaviour among staff, pupils and parents.

### **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 education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach and pupils to learn without disruption
- To ensure that the school's expectations and strategies are widely known and understood
- To foster an ethos of open communication among the school community
- To encourage the involvement of both home and school in the implementation of this policy

Rules and regulations have been drawn up to ensure the smooth running of the school and for the safety and protection of all the pupils. While some apply directly to the children and others require the co-operation and assistance of parents/guardians, all to a greater or lesser extent require the close co-operation of pupils, parents/guardians, staff and Board of Management. A simplified version of the school rules will be displayed in every classroom (See Appendix 4).

No school, however positive, can eliminate disciplinary difficulties. Even the most sensible and well adjusted children can at times be mischievous, over exuberant or disruptive. Sometimes the task of creating and maintaining an orderly atmosphere for learning can be exceptionally demanding. Therefore there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the pupils. Sanctions are, as far as possible, related to the misbehaviour. The sanctions listed in this Code are examples of sanctions that may be used. The list is not exhaustive. The particular sanctions invoked will depend on the seriousness of the misbehaviour and will be at the discretion of the class teacher, the Principal and the Board of Management.

**The Code of Behaviour** covers the following areas:

- General Guidelines for Behaviour
- Incentives to Encourage Positive Behaviour
- General Procedure to Deal with Misbehaviour
- Behaviour in Classrooms
- Behaviour in the Yard
- Behaviour in the School Environment
- Bullying
- Suspension and Expulsion

## **General Guidelines for Behaviour**

All pupils are expected to behave in a responsible manner towards themselves and others, showing respect and courtesy to/for other pupils and adults.

Respect must be shown, at all times, for the property of the individual and the school.

The overall responsibility for discipline within the school rests with the Principal, under the direction of the Board of Management. Each teacher has responsibility for the maintenance of discipline within his/her own classroom while sharing a common responsibility, together with other members of staff e.g. SNAs, for good order within the school premises.

## **Incentives to Encourage Positive Behaviour**

Part of the vision of Our Lady of Good Counsel GNS is to help children achieve their personal best - academically, intellectually and socially. All children deserve encouragement to attain their own best. While expecting good behaviour from all pupils we realise the value of praise and rewards. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Positive reinforcement is used as often as possible to encourage self confidence and good self image in all our pupils. We have discovered that with the emphasis on praise and rewards the best results are achieved.

The following are some examples of how praise or rewards 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 class, a group or at the weekly Assembly
- A mention in the school newsletter
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parents/guardians, either a verbal or a written communication.

## **General Procedure to Deal with Misbehaviour**

The class teacher/staff member in charge deals with the misbehaviour and may impose a sanction.

If the problem is not resolved the class teacher may consult with the Deputy Principal, the Principal and/or the parents/guardians of the child with a view to helping the child overcome the difficulty.

If the problem persists it may be necessary to have on-going discussion between parents/guardians, class teacher and Deputy Principal/Principal to monitor the situation always with the intention of helping the child.

For persistent misbehaviour, pupils may receive a Notice of Withdrawal From Class and be requested to complete a Behaviour Report (See Appendix 2).

## **Behaviour in Classrooms**

To allow pupils to learn in a happy, safe and secure atmosphere, courtesy and respect for others is the basis for desirable classroom behaviour.

Pupils must respect the right of other pupils to learn. Any behaviour that interferes with this right e.g. constant disruption of the class or persistent distraction of others is considered unacceptable behaviour.

Pupils must co-operate with instruction(s) given by the teacher.

Pupils are expected to behave in an orderly and safe manner within the classroom.

Pupils must complete assigned work during the day. This should be carefully and neatly presented.

Pupils must complete assigned homework which may be oral or written, in accordance with the school's Homework Policy.

Pupils should bring to school each day, pencils, copies books etc necessary to do their work properly.

### ***Examples of Misbehaviour In Classrooms***

Coming to school without pencils, copies books etc necessary to do work properly.

Not carrying out or not completing assigned work either in school or for homework, without good reason.

Not presenting class work or homework in a neat and acceptable form.

Talking in class – when specifically asked not to, often, regularly, continuously.

Causing disruption by speaking out of turn.

Distracting other children.

Running/chasing around the classroom.

Displaying defiant, cheeky or sulky behaviour.

Verbal abuse of another child or teacher.

Assault on another pupil or teacher.

Stealing, ranging from minor pilfering to serious theft.

### ***Sanctions for Misbehaviour in Classrooms***

The teacher may discuss the misbehaviour with the pupil and give advice on how to improve.

The pupil may be given extra homework which should be signed by parents.

The pupil may be separated temporarily from her friend(s).

The pupil may be sent to another class or to the Deputy Principal or Principal.

Incomplete homework may have to be completed.

Badly presented homework may have to be re-done .

The class teacher may meet with the parents/guardians of the pupil and the Principal may be informed that the meeting is taking place.

A note or comment may be written in the homework journal to be signed by parents/guardians.

If a pupil's behaviour is a source of danger/disruption she may be removed from the activity in which she is involved.

Recompense is expected to be made by the pupil/parent/guardian for damage to, loss or theft of property.

Parents/guardians may be called to the school by the Principal to discuss pupil's behaviour with a view to helping the child overcome the difficulty (See Appendix 3).

## **Behaviour in the Yard**

Pupils should treat others as they would like to be treated themselves.

Any behaviour which endangers others is not permitted.

Any behaviour which interferes with the play of others is not permitted.

Any behaviour which excludes others is not permitted.

### ***Examples of Misbehaviour in the Yard***

Rough behaviour e.g. fighting, kicking, biting, spitting pushing, bad language, shoving, name calling etc.

Retaliation by a pupil to any of the above behaviour

Playing games which are considered dangerous

Deliberately excluding other pupils from groups or games

Leaving the play area for any reason during breaks without the permission of the supervising teacher - this includes re-entering the school building during break times.

### ***Sanctions for Misbehaviour in the Yard***

The staff member on yard supervision during break times may impose a sanction and inform the class teacher of same.

The pupil may be reprimanded by the supervising member of staff member and encouraged to behave.

The pupil may be isolated from her peers.

The pupil may be sent to the Deputy Principal or Principal after the break time.

A note to parents/guardians may be put in the pupil's homework journal.

If there is no improvement in a pupil's behaviour parents/guardians may be called to the school to discuss ways to help the child to overcome the problem.

Parents/Guardians may be asked to remove the pupil from the school premises for the duration of the break time for a limited period of time.

## **Behaviour in the School Environment**

For reasons of safety and to minimise accidents pupils should move about the school in a quiet orderly manner.

Pupils should walk, not run, inside the school building.

Pupils should walk on the left while going up or coming down the stairs or steps.

Pupils should ensure that their coats, bags, shoes, etc. are stored properly.

Pupils must show respect for school property and the property of others at all times.

Courteous behaviour (e.g. standing back to let adults by at doorways, greeting teachers and other adults) is expected at all times.

### ***Examples of Misbehaviour in the School Environment***

Running on corridors

Shouting and talking loudly thereby disrupting others

Littering

Graffiti

Damage to and theft of school property or the property of other pupils

### ***Sanctions for Misbehaviour in the School Environment***

The pupil may be reprimanded by the supervising member of staff member and encouraged to behave.

A note to parents/guardians may be put in homework journal.

If there is no improvement in a pupil's behaviour parents/guardians may be called to the school to discuss ways to help the child to overcome the problem.

Pupils/parents/guardians may be asked to recompense the school/another pupil for damage to, loss or theft of property.

## **Bullying**

For the purposes of this Code of Behaviour, bullying is defined as repeated aggression of a verbal, psychological or physical nature conducted by an individual or group against another. Isolated incidents of aggressive behaviour, which should not be condoned, cannot be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.

Through the delivery of the SPHE curriculum, pupils will be taught how to deal with bullying and to understand that reporting bullying is not "telling tales".

### ***Procedures for Noting and Reporting Incidents***

A calm, unemotional, problem-solving approach will be taken

The teacher should speak separately with the pupils involved

All reports of bullying during the school day will be noted, investigated and dealt with by the class teacher.

Incidents are best investigated outside the classroom situation.

The pupil (victim/bully) will be spoken to about the alleged bullying, individually.

The class teacher may administer a sanction.

Serious cases should be referred immediately to the Deputy Principal and/or the Principal

The parents/guardians of the pupils concerned will be informed by the Deputy Principal or the Principal as soon as possible.

Non-teaching staff will be encouraged to report incidents. Discretion is important.

## **Suspension and Expulsion**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

### ***Suspension***

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as gross misbehaviour.

### ***Suspension cont'd.***

The principles of ensuring the right to be heard, and the right to impartiality apply in all cases. Parents/guardians of a pupil will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.

Parents/guardians concerned will be invited to come to the school to discuss their child's case. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the principal.

If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education (Welfare) Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents/guardians.

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

Where a decision is taken to suspend a pupil, the Principal will notify the parents/guardians and the pupil in writing of the decision to suspend (See Appendix 4). Parents/guardians have the right to appeal the Principal's decision to suspend a pupil to the school's Board of Management.

Following or during a period of suspension, parents/guardians may apply to have the pupil reinstated to the school. Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### ***Record Keeping in Relation to Suspensions***

In the case of the suspension of a pupil 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.



The Principal will report all suspensions to the Board of Management, including the reasons for and the duration of each suspension.

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

### ***Expulsion***

A student is expelled from a school when a Board of Management makes a decision to permanently exclude her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education (Welfare) Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (NEWB). Before suspending or expelling a pupil, the Board of Management shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education (Welfare) Act 2000.

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 will inform the pupil and her Parents/guardians in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
  - Parents/ guardians and the pupil will be given every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
2. A recommendation to the Board of Management by the Principal. The Principal should:
  - inform the Parents/guardians and the pupil that the Board of Management is being asked to consider expulsion
  - ensure that Parents/guardians have records of: the allegations against the student; 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 Parents/guardians
  - notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
  - advise the Parents/guardians that they can make a written and oral submission to the Board of Management
  - ensure that 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. The Board will
  - review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
  - undertake its own review of all documentation and the circumstances of the case

- Where the Board of Management decides to consider expelling a student, it will hold a hearing.
  - After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.
4. Board of Management deliberations and actions following the hearing.  
Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled,
- the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion.
  - The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).
  - The Board should inform the parents in writing about its conclusions and the next steps in the process.
  - Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.
5. Consultations arranged by the Educational Welfare Officer.  
Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:
- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
  - convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).
6. Confirmation of the decision to expel.  
Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel.

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 student.

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

### **Pupils with Special Needs**

All pupils are required to comply with the Code of Behaviour. However the school recognises that pupils with special needs may require assistance in understanding certain rules. Planning to encourage positive behaviour will be included in the pupil's IEP, which is drawn up in consultation with parents/guardians and the class teacher, learning support/resource teacher, and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into consideration.

## **Pupils with Special Needs cont'd.**

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.

## **Communication between School and Home**

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

The school encourages parents/guardians 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 of communication are to be used at all levels within the school:

- Informal parent/teacher meetings and formal parent/teacher meetings
- Notes in pupils' homework journals. (As Junior and Senior infants do not have homework journals, parents/guardians are advised to check schoolbags on a daily basis.)
- Letters/notes from school to home and from home to school
- Telephone calls
- Fortnightly newsletter – The School Bell

In compliance with the Education (Welfare) Act 2000, the school will provide parents/guardians with a copy of the Code of Behaviour before enrolment. As a condition of enrolment, parents/guardians are asked to confirm in writing that they have received a copy of the Code and that they will make all reasonable efforts to ensure that their child complies with the Code.

The Principal/Deputy Principal will discuss the Code of Behaviour with the parents/guardians of new entrants prior to enrolment. The Principal/Deputy Principal will also explain the rules to parents/guardians at the annual induction meeting for new entrants so that parents understand the norms and values underpinning the Code and the importance of parental support for maintaining positive student behaviour.

## **Grievance Procedure for Parents/Guardians**

In recognition of the fact that parents/guardians may have grievances or complaints that they wish to address with the school, the following informal procedure has been put in place. (For a simplified version of this procedure see Appendix 5)

1. Parent/Guardian makes an appointment to see the class teacher to discuss the issue.
2. If the parent/guardian is not satisfied that the issue has been satisfactorily resolved, he/she may make an appointment to meet with the Principal.
3. If the parent/guardian is not satisfied that the issue has been satisfactorily resolved with the Principal, he/she may make an appointment to meet with the Chairperson of the Board of Management.
4. If the parent/guardian is not satisfied that the issue has been satisfactorily resolved with the Chairperson, he/she may lodge the complaint in writing with the Chairperson of the Board of Management.
5. The Chairperson will bring the precise nature of the complaint to the attention of the teacher and seek to resolve the matter within 5 days of receipt of the written complaint.
6. If the complaint is not resolved, the Chairperson should (within 10 days of receipt of the written complaint) provide the teacher with a copy of the written complaint and arrange a meeting with the teacher and where applicable, the principal, with a view to resolving the complaint.
7. If the complaint is still not resolved, the Chairperson should make a formal report to the Board within 10 days of the meeting referred to in No. 6 above.
8. If the Board decides that the complaint is not substantiated, the teacher and the complainant should be informed within 3 days of the Board meeting.
9. If the Board considers that the complaint is substantiated or that it warrants further investigation, the Board should proceed as follows:
  - a. Inform the teacher that the investigation is proceeding
  - b. Provide the teacher with any written evidence in support of the complaint
  - c. Request that the teacher supply a written statement to the Board in response to the complaint
  - d. Afford an opportunity to the teacher to present his/her case to the Board. The teacher would be entitled to be accompanied and assisted by a friend.
  - e. The Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend
  - f. The meetings referred to in 9d/9e should take place within 10 days of No. 6
10. When the Board has completed its investigation, the Chairperson should convey the Board's decision in writing to the teacher and to the complainant within 5 days.
11. The decision of the Board shall be final.

Only those complaints about teachers which are written and signed by parents/guardians may be investigated formally by the Board of Management, except where complaints are deemed to be:

1. On matters of professional competence and which are to be referred to the Department of Education
2. Frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in the school
3. Complaints in which either party has recourse to law or to another existing procedure

## **School Rules**

### ***School Hours***

Pupils are expected to be punctual.

Junior and Senior Infants	9.20a.m. – 2.00p.m.
First Class to Sixth Class	9.20a.m. – 3.00p.m.

Children on the school grounds before 9.20 a.m. and after 2.00 p.m. (Infants) and 3.00 p.m. (All other classes) are the responsibility of their parents/guardians. No supervision is provided by the school outside of the stated school hours. On wet mornings pupils who arrive before 9.30a.m. will not be considered late. The Board of Management recommends that all Infant pupils should be collected from school at 2.00 p.m.

### ***Absences***

A note from parents is required when children have been absent from school due to illness or for any other reason. This should be provided on the child's return to school. In accordance with the Education (Welfare) Act 2000, the National Education Welfare Board will be notified of all absences in excess of twenty school days.

Children not present for the morning Roll Call will be marked absent. It is not possible to alter the Roll Book after the Roll Call has been taken.

If a parent/guardian wishes his/her child to leave school early a note should be sent to the class teacher. The child must be collected by an adult. In the interest of the safety of all pupils, parents/guardians must wait in the front hall for their child.

Taking family holidays during school term is not encouraged as it seriously disrupts the pupil's routine. Homework will not be provided for pupils who take holidays during the school term.

### ***Uniform***

All pupils are expected to wear the school uniform which consists of a royal blue pinafore/skirt, yellow blouse, royal blue V-neck jumper, school tie, white or navy socks/tights and flat black shoes. The school uniform should be worn every day with the exception of P.E. days and on other occasions as directed by class teachers. In the event of a serious physical injury, parents/guardians are requested to contact the principal.

The royal blue school tracksuit, yellow polo shirt and runners should be worn for P.E.

Pupils in Sixth Class may wear a head covering for religious reasons as long as the head covering complies with the following:

It is royal blue or navy in colour.

It does not cover the pupil's face.

It does not prevent the pupil from taking part safely in any school activity. The level of safety required will be determined by the class teacher.

Pupils who wear shoes/runners that have laces, must have them laced to the top and tied firmly on the outside. Pupils who wear shoes/runners with Velcro straps should have all straps fastened properly. This is to minimise the risk of shoes/runners falling off and causing accidents.

All articles of uniform, P.E. clothes, shoes, coats, hats, etc. should be clearly marked with the child's name.

### ***Jewellery***

Pupils may wear one pair of stud earrings in their ear lobes and a wrist watch. No other jewellery is allowed. Parents/guardians of pupils who may need to wear a Medical Alert bracelet/necklace must supply a note to this effect from a doctor.

### ***Make Up***

All make up and nail varnish must be removed before coming to school.

### ***Hygiene***

Pupils should be neat and clean at all times. Particular attention should be paid to cleanliness of nails and of hair. Pupils with long hair should tie it back during the school day.

### ***Mobile Phones***

Pupils are encouraged not to bring mobile phones to school. If a pupil has to bring a mobile phone to school, it must be switched off outside the school gate. The pupil must give the phone to her class teacher before class begins. It will be returned when school hours are over.

### ***Healthy Lunch and Green School Campaigns***

Pupils are required to bring healthy lunches to school every day. While this is not an exhaustive list, chocolate, crisps, cereal bars, biscuits, muffins, etc. are not allowed from Monday to Thursday. Fizzy drinks are not allowed at any time. Pupils may bring a small treat on Fridays.

In compliance with our status as a Green Flag school, pupils must bring reusable tubs and containers for lunches and drinks. Tinfoil and cling-film are not allowed. Chewing gum should not be brought into the school grounds.

### ***Bullying***

Pupils must ensure that Our Lady of Good Counsel GNS is a 'bully free' zone. Pupils should report bullying to teachers.

### ***Safety***

In the interest of safety buggies are not allowed inside school buildings during the school day.

With the exception of staff cars, vehicles should never be driven into the school grounds for the purpose of collecting or dropping off children.

### ***Medical***

Parents should inform the Principal (on Enrolment) and the class teacher (with each change of class) if a pupil has a medical complaint e.g. asthma/hay fever/food allergy or if she is on

medication which may affect her in school. School staff members do not administer medication to pupils.

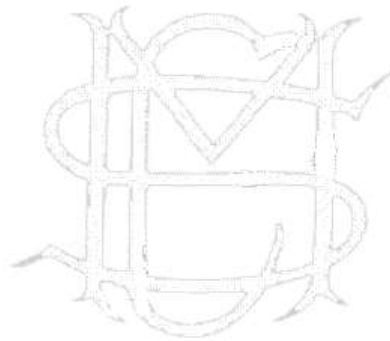
The standards and rules contained in this Code of Behaviour also apply in any situation where the pupil, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

### **Success Criteria**

The success of this Code of Behaviour will be evaluated through measurement of compliance with the school rules.

### **Implementation**

This Code of Behavior will be communicated to the school community and will come into effect from the date of ratification by the Board of Management.



## **Expectations**

The school rules apply to all of our pupils. All pupils are expected to follow the rules and teachers and staff members are expected to treat all pupils equally by implementing the rules consistently.

## **General**

Be polite at all times.

Arrive on time for school.

Present yourself for school in a tidy manner.

Respect yourself and your belongings.

Respect others and their belongings.

Complete all school work and homework to a high standard.

## **Uniforms**

Wear your full school uniform every day, except on PE days.

Pinafore/skirt, school shirt, tie, jumper, navy or white socks /tights, flat shoes

***Consequence: Your Parent/Guardian will be asked to provide a uniform for you. If this is not possible you will be asked to change into a uniform from the Store.***

Wear your tracksuit on PE days (or when asked to do so by your teacher).

***Consequence: Your Parent/Guardian will be asked to provide a tracksuit for you. If this is not possible you will be asked to change into a tracksuit from the Store***

For your safety, your shoes/runners must be fastened properly at all times.

## **Hair**

Keep your hair neat and tidy at all times.

***Consequence: Your teacher will give you an elastic band to tidy your hair.***

## **Make Up**

Remove make up and nail polish ***before*** you come to school

***Consequence: You will be asked to wash your face and to remove nail polish.***

## **Jewellery**

For your safety, you may wear only one pair of stud earrings in your earlobes and a watch.

***Consequence: Any other jewellery will be confiscated.***



## **Mobile Phones**

If you have to bring your mobile phone to school, switch it off outside the gate and give it your teacher before class begins.

***Consequence: Your phone will be confiscated and returned to your Parent/Guardian.***

## **Healthy Lunches/Green School Policy**

Bring a healthy lunch to school every day. You may bring a small treat on Fridays.

Use reusable tubs and containers for your lunch and your drink.

Keep the school and the school grounds clean and tidy.

Make sure that you do not bring chewing gum onto the school grounds.

***Consequence: Your class will lose points at the Friday Assembly.***

## **Bullying**

Make sure that Our Lady of Good Counsel GNS is a 'bully free' zone. At school, tell a teacher if you are being bullied or if you know that someone else is being bullied.

***Consequence: The procedures for dealing with allegations of bullying in the school's Anti-Bullying Policy will be implemented.***

## **Rewards**

As a school, we encourage and reward positive behaviour in many ways - for example: a mention at Assembly or in 'The School Bell'.

Each teacher will also promote and reward good behaviour in her classroom - for example: a sticker chart or Golden Time.

**As a pupil of Our Lady of Good Counsel GNS it is your responsibility to make our school a happy, safe place for yourself and for everyone else.**

**Sample Notice of Withdrawal from Class**

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

Dear Parent/Guardian,

This is to inform you that ..... was withdrawn from class today.

This is as a consequence of her decision to ignore the rules in relation to .....

We have this rule because it:

- .....
- .....
- .....

In an attempt to prevent this behaviour from recurring, ..... has been asked to fill out a Behaviour Report. Could you please sign it and return it to the school? ..... is also expected to make an appropriate apology to her teacher.

*Optional: As a further consequence, class privileges have been withdrawn from ..... until [Insert Date].*

Yours sincerely,

\_\_\_\_\_  
C. O'Reilly - Principal

## My Behaviour Report

Pupil's Name: \_\_\_\_\_

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

**Why were you withdrawn from class?**

---

---

---

**What are the consequences of missing class time?**

---

---

---

**What can you do to make sure that you don't get withdrawn again?**

---

---

---

I understand that the school rules are for everybody. I know that I am equally as special as all the other pupils in the school and that the rules will be applied equally to all. I also know that when I ignore the rules I am being unfair to all the other pupils in the school.

Pupil's Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

**Behaviour Progress Report**

Pupil's Name: \_\_\_\_\_

I understand that I am responsible for how I behave. I also understand that when I behave inappropriately there will be a consequence.

I will do my best between now and \_\_\_\_\_ to gain enough credits to return to good standing with my teachers.

I am out of good standing with my teachers because:

---



---



---

**This breaches the rights of another member of my school community:**

- |                                                        |                          |
|--------------------------------------------------------|--------------------------|
| To be treated with courtesy and respect                | <input type="checkbox"/> |
| To work in and enjoy a safe, secure, clean environment | <input type="checkbox"/> |
| To teach and to learn without distraction              | <input type="checkbox"/> |
| To have her property respected                         | <input type="checkbox"/> |
| To be proud of her achievements                        | <input type="checkbox"/> |

**I failed in my responsibility:**

- |                                                                                |                          |
|--------------------------------------------------------------------------------|--------------------------|
| To show respect and courtesy to others                                         | <input type="checkbox"/> |
| To keep our environment safe, secure and clean                                 | <input type="checkbox"/> |
| To ensure that there is no disruption to another person's teaching or learning | <input type="checkbox"/> |
| To develop my potential and to assist others to do the same                    | <input type="checkbox"/> |
| To ensure that my actions do not discredit the school or my family             | <input type="checkbox"/> |

**Pupil's Signature:****Parent's Signature**

## Desired Behaviour

<b>Date</b>														
Co-operative in class														
Polite to everyone														
Followed school rules														
Prepared for class														
Completed homework														
Wore correct school uniform														
Positive behaviour in yard														
<b>Credit Awarded</b>														

<b>Date</b>														
Co-operative in class														
Polite to everyone														
Followed school rules														
Prepared for class														
Completed homework														
Wore correct school uniform														
Positive behaviour in yard														
<b>Credit Awarded</b>														