

*C.B.S. Primary School
Dundalk*



*School Rules
& Behaviour Code*

Mission & Ethos Statement:

C.B.S. Dundalk is a Co-Educational Catholic Primary School with classes from Junior Infants to 6th. It operates under the patronage of the Archdiocese of Armagh.

The school is managed by a Board of Management, is funded by the Department of Education and Skills and operates within the guidelines and regulations of that Department.

Our school seeks to provide a holistic education in a welcoming Christian environment, where each child's uniqueness and dignity is valued, respected and is part of our community.

We aim to promote the full harmonious development of all of our children.

We strive to develop their self-esteem, mutual respect and to motivate them to achieve their full potential.

Conscious of the legacy of Edmund Rice, founder of the Christian Brothers, our school upholds the values and principles of a Christian Education in the Catholic Tradition.

We in C.B.S. encourage the involvement of parents through home/school contacts and through their involvement in various school activities.

School Rules: / Please note there are some changes to our school rules due to COVID-19

School Rules for the information of new Junior Infants Parents and carers.

1. *Children can arrive at school between the times 8.50 and no later than 9.15*
2. *Uniform is worn each day, except on P.E. day, when school tracksuit/yellow polo shirt and non-slip runners are worn. Attach names to all jumpers, tops and jackets.*
3. *NO glass bottles or sharp instruments allowed.*
4. *Formal lessons begin at 9.15*
5. *Always treat and speak to others with kindness, courtesy and respect.*
6. *Respect your property, the school's property and other people's property.*
7. *Always walk along the corridors in a quiet and safe manner.*
8. *Bullying, fighting or name calling is strictly forbidden.*
9. *Children are not allowed to leave the school grounds during class time except under adult supervision.*
10. *If children need to be collected early from school for any reason, the school must be contacted in advance and made aware of the reasons for the early collection .*
11. *Teachers need to be made aware of any alternative or special arrangements with regard to collecting children after school . Please inform class teacher with regard to any changes .*
12. *Homework is very important and should be completed (Monday to Thursday). There is usually no homework at weekends. Homework can be discussed with class teacher if there are any issues.*

There will be no homework given to children for the month of September 2020 to allow children to readjust to school after the school closure due to Covid-19
13. *Boys are not allowed wear ear rings or studs. Girls are allowed one ear ring stud in each ear.*
14. *HAIR: For Boys and Girls - No extreme hairstyles are permitted. Highlights are not allowed.*
15. *Mobile phones are not permitted in school.*
16. *The school promotes a Healthy Eating Policy - chewing gum, sweets, crisps or fizzy drinks are not allowed.*
17. *Very Important: A number of children in our school have a Nut Allergy – therefore, ALL NUT PRODUCTS, including Nutella & Peanut Butter is not allowed*
18. *Children are walked to their designated exit points every day by their teacher.*
19. *Under current circumstances, teachers will only be available to discuss important matters regarding pupils over the telephone and by prior appointment only.*

Code of Behaviour

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles. Children need limits set for them in order to feel secure and develop the skills for cooperation. Therefore any rules will be age appropriate, with clear agreed consequences. Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff. A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment

Aims of the Code

The aim of the Code of Behaviour is to ensure that the right of each pupil to education is highlighted and encouraged.

- To create a positive learning environment that encourages and reinforces good behavior*
- 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 without disruption*
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication*
- To encourage the involvement of both home and school in the implementation of this policy*

Responsibility of Adults

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

As adults we should aim to:

- Create a positive climate with realistic expectations*
- Promote, through example, honesty and courtesy*
- Provide a caring and effective learning environment including setting and correcting pupils work*
- 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*
- To discourage physical aggression and encourage 'Kind Hands, Kind Words, Kind Feet'.*
- Each staff member should ensure a high level of supervision at all times*

School Rules

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

These can be summed up as 6 main rules;

- *Respect/ Be nice*
- *Do your best*
- *Be tidy*
- *Be Safe*
- *Walk*
- *Listen*

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour (e.g. 'Walk' and not 'Don't run') Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Incentives

Part of the vision of CBS Primary School is to help children achieve their personal best - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work

The following are some samples of how praise might be given;

- A quiet word or gesture to show approval*
- A comment in a pupil's exercise book*
- A visit to another member of Staff or to the Principal for commendation*
- A word of praise in front of a group or class*
- Assembly Awards*
- Student of the Week Awards*
- Compliment on class door from other member of staff*
- A system of merit marks or stickers*
- Delegating some special responsibility or privilege*
- A mention to parent, written or verbal communication.*

Unacceptable Behaviour

Three levels of misbehaviour are recognised:

Minor, Serious and Gross

All everyday instances of a minor nature are dealt with by the class teacher.

In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behavior

Examples of serious misbehaviour:

- *Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)*
- *Behaviour that interferes with teaching and learning*
- *Threats or physical hurt to another person eg striking another person.*
- *Damage to property*
- *Theft*

Examples of gross misbehaviour:

- *Assault on a teacher or pupil eg intentional/repeated striking.*
- *Serious theft*
- *Serious damage to property*

Sanctions

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

- *It must be clear why the sanction is being applied*
- *The consequence must relate as closely as possible to the behaviour*
- *It must be made clear what changes in behaviour are required to avoid future sanctions*
- *Group/Class punishment should be avoided as it breeds resentment*
- *There should be a clear distinction between minor and major offences*
- *It should be the behaviour rather than the child that is the focus*

The following steps will be taken when the children behave inappropriately.

They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour.

The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised.

The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this;

- 1. Reasoning with pupil*
- 2. Verbal reprimand including advice on how to improve*
- 3. Temporary separation from peers within class*
- 4. Prescribing extra work/ writing out the story of what happened*
- 5. Loss of privileges – golden time, jobs*
- 6. Detention during break*
- 7. Temporary removal to another class – with the knowledge of principal – note to parents by C.T.*
- 8. Communication with parents/behaviour charts*
- 9. Referral to Principal*
- 10. Principal communicating with parents*
- 11. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000*
However sanctions should relate as closely as possible to the behaviour. Therefore a child, who does not do his work in class or has not completed his homework, may be detained at break time to finish the work. Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health & safety.

Break time does not require prior notice to parents, but that detention at break time, where it is a natural consequence, is an acceptable method of sanction

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised.

Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered.

Parents concerned will be invited to come to the school to discuss their child's case.

Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal.

If the parents 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.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000.

Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Children who are expelled from other schools will not be accepted in CBS.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s 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.

Children with Special Needs

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

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

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

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

Methods of Communicating with Parents

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

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

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

Parents are not permitted to record/attempt to record a teacher on a mobile device.

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

- Informal parent/teacher meetings and Formal parent/teacher meetings*
- Through children's homework journal (infants do not have a homework journal -check bags)*
- School Text/Letters/Notes from school to home and from home to school*
- School notice board*
- School Newsletter*

Behaviour Policy 2020 Covid-19 Addendum

At CBS Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other.

Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

It is vital that children, staff and parents of the CBS Primary School act in a manner that fully supports the very necessary safety measures that have been put into place during the COVID-19 pandemic.

These adjustments are set out below:

Expectations of pupils:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance.

Children will enter individually and will go straight to their designated area, keeping a distance from any other individual where possible. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit.

They will be guided to their exit points by their teacher and will be collected by their parents at the exit points while keeping their distance as they are guided to the exit using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their designated area to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they keep their distance from peers and adults. Children will follow an adult from their designated area along the designated route.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school.

Children will sanitise hands before entering school.

Children will wash their hands before and after eating and at regular intervals during the day. Hand drying paper towels to be disposed in the bins provided.

We ask children to follow the catch it, bin it, kill it, mantra when in school. When coughing or sneezing, children should use a tissue or cough into their elbow.

Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Tissues to be disposed of in the bins provided.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used. (see below)

Social Distancing

Children will be arranged into pods (groups of children seated together) within the classrooms.

3rd to 6th classes will be seated in pods 1 metre apart from each other and 1 metre away from other pods within the class.

When children enter their classrooms, they will be expected to go straight to their table and nowhere else in the room.

Children will put their hand up if they need an adult's support, and movement around the classroom will be limited.

Teachers will ensure that pupils adhere to social distancing measures.

Where older pupils are not complying, there will be disciplinary procedures followed and sanctions will be used (see below)

We understand social distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each class group will be allocated toilets to use.

Children will be encouraged to use the toilets one at a time and a timetable will be drawn up for each class to use the toilets.

We fully understand that there will be times when sticking to this timetable will not always be possible.

When a child has finished in the toilet they must wash their hands properly following the handwashing guidelines.

Break and Lunch times

All break times, lunch times will be staggered throughout the day.

Lunch will be eaten in the classroom .

Children will eat at their table or in their own space.

They will not get out of their seats.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

If children forget spoons or other cutlery, they are forbidden from procuring such items from classmates or the staffroom.

When the children leave the classroom to go outside for break, they will follow the markers on the floor to ensure distance from peers and adults.

Children will follow an adult from their class and follow their designated route.

Children will have a designated place to play during break and lunch times.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

Children will be well informed of the procedure the school will follow in dealing with a suspected case of COVID- 19.

All class teachers will explain and familiarise the pupils with the procedure to be followed in a child appropriate manner.

If a child needs First Aid ,the teacher will attend to them immediately following our First Aid COVID- 19 Policy.

Teachers will ensure that pupils adhere to social distancing measures during break times.

Where older pupils are not complying , disciplinary procedures will be followed and sanctions will be used (see below)

Equipment/Resources

Children must not share any equipment or other item. If any child deliberately touches or tampers with another child's equipment or belongings and does not follow the adult instruction when reminded, there will be sanctions imposed.(see below)

Rewards

The Principal ,Deputy Principal ,Teachers, SNAs and all staff welcome opportunities to praise individuals for good work, good attitude and good behaviour in adherence to the new school rules.

Above all praise and encouragement should be used as much as possible.

The Principal will use the intercom as a means of praising classes as they move around the school and adhere to the new school regulations .

Line up marks and general good behaviour of classes will be noted by the principal and every opportunity to reward this good behaviour will be used.

Each class teacher will have their own class- based reward system such as Dojo points, star charts,etc

Teachers will use their class- based reward systems to encourage and reward compliance of the new measures.

Each class teacher will draw up their own new set of class rules which will include the new COVID-19 rules and regulations for the CBS.

Sanctions

If a child's behaviour is deemed to be in breach of the new school rules and regulations the following sanctions will apply:

Verbal reminder as a result of the unwanted behaviour

Verbal reprimand if the behaviour continues

Withdrawal of a privilege

Behaviour note

Some behaviour concerns referred to in this addendum may have previously been deemed less serious, however, if an action now results in the potential compromising of a person's ability to socially distance and stay safe, or purposefully impacts on their health and safety, it will be treated in a more serious manner.

If a child's behaviour is deemed high risk and they are refusing to adhere to safety measures such as: hand washing, social distancing, remaining in their designated areas or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people

The following sanctions and disciplinary procedures may apply:

Referral to Principal

Parents/Carers called to collect child from school immediately

Fixed term exclusion

Permanent exclusion

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

In the event that all other support techniques do not work and the child is at immediate danger to themselves or others, staff may have no choice but to use physical support as an immediate safety precaution.

Where a child may need very close contact, PPE where appropriate will be used .

Pupils working from home.

If interacting with other pupils or teachers online, students should always be kind and respectful to each other and to teachers.

Students or parents should never attempt to contact staff via social media or make comments about staff on social media platforms.

Only school approved learning Apps will be used.

Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously

. This is also the case for any online bullying towards other pupils that is disclosed to the school at any time. (see CBS AUP Policy and Cyber Bullying)

Children with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour upon return to school.

Some children may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g school trip, etc.

Others may have experienced bereavement or loss.

For many, the process of re-engagement with learning may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

Anxiety; lack of confidence

Challenging behaviour; fight or flight response

Anger; shouting, crying

Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, the change in routines and lack of familiarity will require additional adjustment.

The school make every effort to help each child to readjust to school routines.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible.

School will work closely with parents to implement supportive strategies that will inform an appropriate response.

If necessary school will seek external support from other agencies such as Educational Psychologists .

Expectations of staff:

Staff must adhere to and follow all health, safety and hygiene procedures set out in the COVID-19 CBS Logistics Plan.

Staff must inform the School Management if they display symptoms of COVID-19 or if they are in close contact with any person displaying symptoms or have been tested positive.

Staff must follow the 2m social distancing guidance.

Staff must wear appropriate PPE when managing any Intimate Care or First Aid.

Expectations of Parents/Carers:

No parents to enter the school building or school site at anytime

Ensure social distance from other adults

Collect your child immediately, if called regarding illness/symptoms of COVID-19

Stick to allocated drop off/pick up time and provide a valid explanation for any late drop off or late collection.

Inform school if your child displays any symptoms of COVID-19 or if they have been in contact with any person displaying symptoms or who has tested positive for Covid- 19.