

**St. Joseph's N.S.**

**Glenealy**

**SCHOOL POLICY  
DOCUMENT**

**CODE OF BEHAVIOUR**

**AND**

**DISCIPLINE**

## **SECTION 1**

### **PHILOSOPHY, ETHOS AND AIMS OF THIS SCHOOL**

#### **1.1. PHILOSOPHY OF THE SCHOOL**

The education process is a team process involving the school, the church, the home and the children, where the success of the school depends on a high level of co-operation among the team members and the creation of a positive ethos which permeates all the activities of the school, and where all efforts are made to match the curriculum to the abilities, aptitudes and interests of the children.

#### **1.2. SCHOOL ETHOS**

The school is a centre of formation;

- Enabling each individual to become aware of the dignity and value of each person and the interdependence of the human race.
- Providing its students with education for life and living.
- Where the Christian vision of life is shared.

#### **THE SCHOOL**

- Fosters relationships based on love and truth and respects the faith, traditions and culture of others.
- Creates an environment where discipline aims at responsible freedom.
- Shows concern about justice in the home and school.

#### **THE SCHOOL VALUES**

- The development and implementation of curriculum which answers the all-round needs of the students.
- Our Irish heritage enshrined in religious and social customs.

#### **MANAGEMENT**

- Facilitates the school community in realising and maintaining its values.
- Appoints teachers who are willing to accept and implement the values of the school.
- Provides adequate buildings, facilities and financial support for the task.
- Has ultimate responsibility for the Catholic character of the school.
- Ensures that the professional standards of education and management prevail in the school.
- Shows a readiness to implement curricular innovation.

## **PARENTS**

- Are the chief educators of their children in faith, prayer and Christian values.
- Are actively involved in school-parent associations.
- Establish home school links.
- Co-operate with the school in developing the full potential of their children.
- Share the responsibility to see that the school remains true to its value and distinctive character.

## **STUDENTS** are encouraged to:

- Co-operate in making the school's values a reality in their own lives and develop a healthy self-image.
- Be actively involved in the work and general life of the school.
- Value time, effort and work and always give their best.
- Co-operate with and respect teachers and other children.
- Learn to use leisure time creatively.
- Share responsibility for creating and maintaining good relationships and a Christian concept of authority and discipline.
- Act as leaders, sharing in decisions which involve them and taking responsibility for these decisions.
- Give time and talent to helping those in need.
- Work towards creating a just peaceful society.

## **TEACHERS** respond by:

- Commitment to the specific vocation of the school.
- Personal example, by their professional relationships and co-operation with staff, students and parents.
- Professional competence.
- Dedication to work.
- Good use of time.
- Punctuality.
- Preparation of work.
- Organising and assessing of students work assignments.
- Commitment to one's own spiritual, intellectual and professional development.
- A readiness to keep abreast of current trends, to re-access, re-train and implement new methods and curricular innovation.
- Participation in various aspects of school life.
- Assisting the development of the full potential of the students.
- Fostering a stable and secure learning environment.

### **1.3. THE AIMS OF THE PRIMARY EDUCATION MAY BE GENERALLY STATED AS FOLLOWS;**

1. To enable the children to live full lives as adults.
2. To equip them to avail of further education.
3. To prepare them to live full and useful lives as adults.

The fulfilment of these aims requires those involved in the educational process to recognise that:

1. Children have social, physical, emotional and spiritual needs.
2. The development of these aims are inextricably linked.
3. Each child is an individual and deserves to be valued for him/herself.

The following are more specific aims of the Primary Curriculum aimed at all round development of the child:

1. To help the children to think clearly, creatively and critically and to act independently.
2. To help in fostering the desire to learn, to encourage children to a sense of self-esteem and cultivate in them the motivation to apply themselves to worthwhile and satisfying activities.
3. To help the children to acquire knowledge, skills and practical abilities and the desire to use them.
4. To help children develop physically.
5. To help children to understand society and the environment in which they live, the interdependence of people and nations and to foster a spirit of co-operation and the capacity and willingness to contribute in a positive manner towards the development of society.
6. To help the children to respect, appreciate and understand their own and other cultural identities.
7. To help children to acquire and develop moral and religious values and a respect for beliefs and values held by others.
8. To help children to prepare for social, domestic, recreational and working aspects of their lives.
9. To help children to develop self-discipline and acceptable behaviour.

## **SECTION 2**

### **2.1. ATTENDANCE**

1. School commences at 9.20am and concludes at 2pm for infants and 3pm for all other students.
2. When the bell rings at 9.20am and at the end of breaks the children get into their lines to be collected by their teacher.
3. Parents should be reluctant to allow children to miss school.
4. Children should be punctual.  
Breaks take place from 11.00am to 11.10am and from 12.30pm to 1.00pm.
5. The school does not accept responsibility for children arriving before the official time or remaining in the school or school grounds after school.
6. Pupils should stay on the school premises during the school day. Pupils who need to leave the school for any reason during the school day must produce a written request signed by their parents and sign the early leavers form when collecting the child.
7. When a pupil has been absent from school or homework club, a note should be brought to the teacher upon his/her return.

## **2.2. SCHOOL UNIFORM**

All pupils must wear the following school uniform:

1. Grey trousers/skirt  
Grey jumper with red stripe  
Red polo shirt (grey polo shirt and blue jumper for 6th class)  
Grey, black, white or red socks / tights  
Plain black supportive shoes (no high heels)
2. On days allocated for P.E. pupils must wear the school tracksuit (navy with school crest) and a white aertex shirt and trainers with non-marking soles.
3. It may be necessary to have two of some of these items so that children will always have a complete uniform to wear.

## **2.3. MEDICAL**

The principal and the teacher (with each change of class) should be informed if your child has a medical or psychological complaint, disability, allergy or any other problem which might affect him/ her at school.

## **2.4. HYGIENE**

1. Pupils should be clean and neat.
2. Special attention should be paid to the cleanliness of hair. The school should be informed should you have found it necessary to treat your child's hair. Pupils with long hair should keep it tied back during the school day. All hair must be natural hair colour, and cut in an appropriate style.
3. The school environment should be kept clean and tidy.

## **2.5. PHYSICAL EDUCATION / HEALTH EDUCATION**

1. Pupils may come to school dressed in P.E. gear and remain in such on the day they have P.E.
2. Runners must be worn in P.E. hall or other suitable flat shoes will be allowed should a child be unable to wear runners under medical advice.
3. Children are required to change their shoes when playing football.
4. To cultivate good eating habits, children are encouraged to bring a nutritious lunch to school.
5. Parents should realise the importance of a good nights sleep if a child is to be alert at school.
6. Under " The Tobacco Health Promotion and Protection Regulations 1990" smoking is Prohibited in schools, including school grounds.

## **2.6. HOMEWORK**

The reason for assigning homework is to practice and consolidate work done at school. Believing that children should be allowed time to develop their interests and talents, homework is kept to a minimum.

The following guidelines should be followed bearing in mind the ability of the child and the application to task:

**Infants: 10 to 20 minutes**

**First & Second class: 20 to 30 minutes**

**Third & Fourth class: 30 to 40 minutes**

**Fifth & Sixth class: 50 to 60 minutes**

Parents should ensure that the child allocates homework due time and effort.

Homework is to be signed by parent upon completion.

Homework in general may be oral and or written and may involve memorisation and other incidental tasks.

Homework will not be given at weekends.

## **2.7. SAFETY**

The school endeavours to provide an environment which is physically safe. Children should behave in a way which does not endanger themselves or others. Glass bottles or cans should not be used in lunch boxes.

## **SECTION 3**

### **CODE OF BEHAVIOUR AND DISCIPLINE**

#### **3.1. AIM OF THE CODE OF BEHAVIOUR & DISCIPLINE**

The aim of the Code of Behaviour & Discipline is the creation of a positive learning environment where the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment.

So that the aim may be achieved, it is necessary that school should be a well-ordered and disciplined place, providing an environment where the child is physically safe and happy.

The use of positive expectations, where teachers insist, firmly but fairly, on honest effort and commitment from pupils and on high standards of behaviour, are also central to the code.

The code should help the child as he/she grows older, to move away from an externally imposed discipline to become self disciplined.

The Code of Behaviour and Discipline covers the following areas:

Behaviour in class  
Behaviour in the playground  
Behaviour in the school environment

### **3.2. RESPONSIBILITY FOR DISCIPLINE**

Overall responsibility for discipline within the school rests with the principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school. A pupil will be referred to the principal for serious breaches of discipline and for repeated incidents of minor misbehaviour. See below for examples.

### **3.3. GENERAL GUIDELINES FOR BEHAVIOUR**

All pupils are expected to:

1. Behave responsibly, showing consideration, courtesy and respect for other pupils and adults at all times.
2. Show respect for the property of other children and of the school at all times.
3. Behave in a way which will uphold the good name of the school at all times.

### **3.4. CLASSIFICATION OF MISBEHAVIOUR**

Inappropriate behaviour may be classified as misdemeanour, misbehaviour, continuous misbehaviour, serious misbehaviour, repeated misbehaviour, and gross behaviour.

Inappropriate behaviour is judged having regard to age, temperament, ability and/or other relevant factors.

1. Courtesy, respect, consideration and honesty are the basis for classroom behaviour.
2. Pupils should respect the rights of others to learn in a secure, safe environment.
3. Pupils should co-operate with instructions given by the teacher.
4. Pupils should complete assigned work. Written work should be in a neat and presentable form.
5. Pupils should bring to school each day the books, copies, pens etc. necessary to do their work properly.
6. Pupils should bring to school on specified days P.E. gear, musical instruments necessary to participate in these activities.
7. Pupils are expected to keep their classroom clean and tidy.

### **3.5. EXAMPLES OF MISBEHAVIOUR IN THE CLASS**

1. Talking when specifically told not to-often, regularly/continuously.
2. Causing disruption by speaking out of turn.
3. Distracting other children.
4. Not carrying out or not completing assigned work either in school or homework, without a good reason.
5. Homework not completed in a neat acceptable form.
6. Coming to school without items outlined above.
7. Verbal abuse or assault of another pupil or teacher.
8. Intimidation and victimisation.
9. Stealing, telling lies, littering.

### **3.6. BEHAVIOUR IN THE PLAYGROUND**

1. All groups and classes have particular areas of play in the playground.
2. Pupils should recognise the rights of all children in the playground.
3. Pupils should not behave in a way which endangers themselves or others.
4. Pupils should remain within the playground boundary during breaks and should only enter the school having received permission of the teacher or supervisor on duty.
5. Pupils should co-operate with instructions given by the teacher or supervisor on duty.
6. Any incident of rough behaviour in the yard must be reported to the teacher in charge, so that he/she can deal with it.
7. Pupils are expected to keep the playground litter free.

#### **EXAMPLES OF MISBEHAVIOUR IN THE PLAYGROUND**

1. Fighting, kicking, spitting, pushing, and engaging in dangerous play.
2. Bullying, intimidation.
3. Leaving the playground without permission of the teacher or supervisor on duty.
4. Littering.

### **3.7. BEHAVIOUR IN THE SCHOOL ENVIRONMENT**

1. For reasons of safety and to minimise disruption, pupils should move around the school in an orderly manner.
2. Pupils should show respect for school property at all times.
3. Pupils should show respect and consideration for others using the school.

#### **EXAMPLES OF MISBEHAVIOUR IN THE SCHOOL ENVIRONMENT**

1. Running in the school buildings or while moving between locations.
2. Shouting, talking thereby causing disruption.
3. Theft, loss or misuse of school property.
4. Graffiti, littering.

## **SECTION 4**

### **SANCTIONS**

Sanctions are necessary to register disapproval of unacceptable behaviour. They take account of the nature and incident of indiscipline and as far as possible, are relevant or related to misbehaviour.

In imposing sanctions, it is the behaviour which is unacceptable and not the individual.

#### **4.1. LIST OF SANCTIONS**

- The pupil is made aware that his/ her behaviour is unacceptable.
- Verbal reprimand.
- Temporary separation from peers, friends.
- Loss of privileges.
- Prescribing additional work.
- Reasoning with the pupil.
- Discussing the behaviour with the pupil.
- Changing the seating arrangements in the class.
- Incomplete homework may have to be completed.
- Badly completed work may have to be redone.
- A note or a comment on the child's homework journal to be signed by parents.
- If a pupils behaviour is a source of danger/ disruption to himself or others, he may be removed from the activity in which he is involved.
- Referral to the principal.
- Regular report to the principal.

#### **4.2. SUSPENSION**

- 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 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 have to be suspended for a temporary period. The maximum initial period of such exclusion shall be three school days.
- A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of ten school days to allow for consultation with the pupil's parents.
- In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.
- The ultimate sanction of expulsion may be considered in an extreme case and shall only be exercised with the prior consent of the patron.

## **SECTION 5**

### **PROCEDURE FOLLOWED WHEN DEALING WITH MISBEHAVIOUR**

1. The class teacher or teacher in charge deals with the situation and imposes a sanction/ sanctions.
2. The class teacher may consult with the principal and/or the parents of the child with a view to helping the child to overcome the difficulty.
3. If the problem persists or in the case of serious misbehaviour, it may be necessary to have on-going discussions between parents, the teacher and the Principal to monitor the situation, always with the objective of helping the child.
4. A written record will be kept of instances of serious misbehaviour and of advice given to the child; improvement in behaviour will also be recorded.
5. Pupils will be informed when instances of serious misbehaviour on their part are being recorded.

## **SECTION 6**

### **MEANS OF COMMUNICATION BETWEEN PARENTS AND TEACHERS**

Communication between the home and the school may be in the following ways:

- A note in the child's homework journal.
- A letter to the parents /teacher.
- Personal contact.
- Parent-teacher meeting.
- The Principal may contact the parents.
- The parents may contact the Principal.

Parents contacting the school during the day should remember that if they do so, they may cause complete disruption of a whole class. Therefore parents wishing to have more than a three-minute conversation with a teacher should make an appointment with the school secretary. This can be done provided that sufficient notice is given to the teacher by the parent, in order that the class timetables can be re-arranged.

Parents can co-operate with the school by familiarising their children with school rules, by visiting the school when requested to do so and by ensuring that the child allocates homework due time and effort. They should take full advantage of all formal channels of communications made available to them.

## **SECTION 7**

### **POLICY ON BULLYING BEHAVIOUR**

#### **Definition of Bullying:**

Bullying is repeated aggression - verbal, psychological or physical - conducted by an individual or group against others.

#### **POLICY AIMS**

1. To raise awareness of bullying as an unacceptable form of behaviour and to encourage children to disclose and discuss incident of bullying behaviour.
2. To provide procedures for reporting, investigation and dealing with incidents of bullying behaviour.
3. To work with and through parents in countering bullying behaviour.
4. Parents are requested to make their children aware of the unacceptability of bullying behaviour and to encourage them to report such behaviour.
5. Each term children are made aware of the unacceptability of bullying behaviour and are encouraged to report it. Children are told that when they report such incidents, they are not telling tales but behaving responsibly.
6. The Stay Safe programme is presented to the children. The consent of parents is required.
7. The school offers relationships based on love and respect for others.
8. Occasionally bullying behaviour is discussed informally in classes.

#### **PROCEDURES FOR REPORTING INCIDENTS OF BULLYING BEHAVIOUR**

1. Incidents of bullying behaviour should be investigated in a manner which will avoid the public humiliation of the victim or pupil engaged in bullying behaviour e.g. outside the classroom situation at break time or after school.
2. The teacher should speak separately to all pupils involved.
3. If a group is involved each member should be interviewed individually and then met together.
4. All interviews should be conducted with sensitivity and due rights to the pupil concerned.

#### **DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR**

1. If it is concluded that a pupil has been engaged in bullying behaviour, it should be made clear to him/her she is in breach of the Code of Behaviour and Discipline and try to get him/her to see the situation from the victim's point of view.
2. In cases where it has been determined that bullying behaviour has occurred, the parents of the two parties should be met.
3. Where cases remain unsolved at school level the case should be referred to the Board of Management. If not solved at board level the case should be referred to local inspectorate.

## **SECTION 8**

### **Mobile Phone Use and Behaviour**

In accordance with Departmental Circular 0044/2025 management at St Joseph's have banned outright, the use of mobile phones by students during and throughout the school day. Adopting this measure is aimed at reducing distractions, mitigating and minimising risks of incidences of cyber-bullying and promoting and encouraging face-to-face verbal interaction between peers.

Acknowledged are rare instances in which a child may require for various external reasons, access to a phone during the day. Such occurrences will see the device collected and kept in storage by an adult until it's returned to the child at end of day.

## **SECTION 9**

### **CONCLUSION**

This booklet has been drawn up to ensure the smooth running of the school and for the safety and protection of the children. While some of the regulations apply directly to the children others require the co-operation and assistance of the parents. All regulations to a greater or lesser extent require the close co-operation of the pupils, teachers and the Board of Management. The contents of this booklet should be explained to the pupils.

**Ratified by the Board of Management December 2025**

**Chairperson of B.O.M**

