

# **Two Mile House National School**

## **Code of Behaviour**

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Preamble**

**Aims**

**Two Mile House National School**

1. To recognise the spiritual, intellectual, physical, emotional and social potential of each child who attends the school.
2. To equip each child with the abilities to deal with a changing world.
3. To nurture the potential of each child, to help each child to become a fully developed individual.
4. To help each child to recognise his/her self worth.
5. To help each child to recognise the rights and needs of others, to respect those rights and to be considerate.
6. To make Two Mile House N.S. where children feel secure and empowered.
7. To challenge the academic abilities of the children.
8. To foster a love of learning.
9. To foster a love of excellence.
10. To make Two Mile House N.S. a rewarding place to work, where the skills, effort and commitment of each teacher is recognised and valued.
11. To strengthen partnerships within the Two Mile House parish.

## School Ethos

The ethos of Two Mile House N.S. is informed by its foundation as a Catholic school with Christian values. It draws from the faith and values of its teachers and from the homes of its children. It is the policy of Two Mile House N.S. to support and nurture family life and to work in harmony with the parents of the children.

The community life of the school is based on

- Tolerance
- Forgiveness
- Justice
- Courtesy
- Good manners
- Willingness to embrace change
- The love of excellence
- In the value of effort
- Honesty
- In the beauty of the human spirit
- Belief in the value of the art

Two Mile House N.S. as a community believes it has an important role in exploring, understanding, conserving, respecting and celebrating the environment.

## Philosophy of Education

The philosophy, which underpins the work of the teachers in Two Mile House N.S., is based in the recognition that each child is born:

To be somebody  
To do something  
To say something

We want to help the children to ask and answer these questions:

Who am I?  
What can I do?  
What can I achieve?  
What is my place in the world?

The work of Two Mile House N.S. is child centered and tries to meet needs generated by putting the children first.

The teacher's role as a team and individually are:

- Leader
- Builder of courage
- Builder of confidence
- Setter of goals
- Challenger
- Celebrator of achievement
- Interpreter of achievement
- Healer
- Reconciler
- Justice maker
- Artist
- Creator
- Guide
- Keeper of dreams

## Code of Behaviour

### Introduction:

In any community discipline means a willingness to share the environment peacefully. In a school, pupils and teachers have a right to work and learn in an atmosphere free from fear and intimidation. Discipline means that each person recognises and acknowledges the rights of others. The school's concept of discipline is a positive one. The Code of Behaviour for Two Mile House N.S. is a set of supportive measures to help each child grow and develop and is based on the following points of school policy:

- Teachers and parents are partners in education and consultation between parents and teachers is encouraged.
- Two Mile House N.S. is a Catholic school with Christian ethos.
- Two Mile House N.S. is a community and members of that community will always try to accept and accommodate differences.
- Two Mile House N.S. believes in the uniqueness and individual worth of each child.
- All children are equal regardless of gender, ability, creed or social background.
- Two Mile House N.S. is part of the wider community and welcomes links between the school and the community.
- In promoting the good behaviour of pupils there is emphasis on encouragement, praise and reward, rather than on sanctions. When it is necessary to impose sanctions, it should be made clear that it is the behaviour, not the child, which is being rejected.

### Sanctions:

### Policy:

1. Pupils are expected to obey all instructions from teachers while in school, in the school grounds or taking part in school activities outside the school.
2. The school rules and Code of Behaviour and the need for them will be explained to each class in terms appropriate to their age.
3. The child is taught that each person can choose to obey or disobey instructions or rules. If a child chooses to disobey then the child will have to accept the consequences.

4. If a pupil is consistently in breach of the school and/or classroom rules, after exploring possible reasons for misbehaviour, it shall be open to the class teacher to report the child to the principal.
5. The principal will record in writing, the child's name and the date of the referral and the reason for the referral. The principal will then explain the relevant rules and warn the child about future behaviour. Subsequent referrals will also be recorded.
6. Regular written and verbal communication between school and home is an important feature of the school policy.
7. If a child continues to breach the code of behaviour and does not respond to the admonishment, the principal/and a teacher has the option of seeking an appointment with the child's parents.
8. The principal and/or teacher and parents discuss the child's behaviour and explore possible reasons for it. The parents will be expected to undertake to support the school and the class teacher in expecting the child to abide by the code of behaviour.
9. To give children an opportunity to withdraw as an aid to conflict resolution a child may be sent to another classroom for "time out".
10. If a parent is unwilling or unable to support the school's expectation from the child and if the child's behaviour has not improved, the principal has the option of suspending the pupil from the school for a period not exceeding 3 school days. A pupil will be suspended for a single serious breach of the Code of Behaviour.
11. In consultation with the principal and having informed the Welfare Officer of the intention to expel, the Board of Management or the Chairman on its behalf has the option of expelling a pupil for serious breaches of the Code of Behaviour.
12. Detention: If a child has difficulty accepting that the school expects him/her to obey the school rules, a teacher or the principal may in order to reinforce the seriousness of that expectation, detain a child during lunch times at a place where the child may be supervised. Before detention begins children each lunch, use the toilet and spent some time in the yard.

13. If parents are unhappy with the way in which a particular incident has been handled the complaints procedure outlined in the policy on bullying may be used.

**Strategies:**

- (a) Praise may be given by means of any one of the following: -
- 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.
  - A system of merit marks.
  - Delegating some special responsibility or privilege.
  - A mention to parent, written or verbal communication.
- (b) Disapproval or unacceptable behaviour will be dealt with as follows: - (the nature of the behaviour will determine the strategy)
- Reasoning with pupils.
  - Reprimand (including on how to improve).
  - Prescribing extra work.
  - Detention.
  - Communication with parents.
  - Temporary separation from peers and/or loss of privileges.
  - Referral to principal or deputy principal.
  - Record bad behaviour in incident book.
  - Note to parents.
  - Take note of.
  - Pupil writes explanation.
  - Suspension/expulsion (in accordance with Rule 130 of the National School as amended by circular 7/88).