



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

Bunscoil Chríost Rí recognises the fact that, for learning to be effective, pupils must be self-motivated. Our aim is to ensure that the right of each child to Education in a relatively disruption-free environment is upheld and maintained. The need for order and good behaviour is emphasised, and pupils are encouraged to accept the rules in a spirit of goodwill and cooperation.

Parental support is an integral part in the implementation of our code. Consistency in the approach to discipline between home and school ensures a very healthy regard for good behaviour within the child. This mutual cooperation will have a positive influence on the child. Our code of behaviour is based on order and mutual respect.

The daily responsibility for discipline within the school rests with the Principal and Deputy Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom, while all staff share a common responsibility for good order within the school. A pupil will be referred to the Principal/Deputy Principal for serious breaches of discipline and/or for repeated incidents of minor misbehaviour.

This Code of Discipline is adopted by the Board of Management of Bunscoil Chríost Rí in accordance with the guidelines set out in Department of Education circular 20/90, and with Rule 130 of the Rules for National Schools (as amended by Circular 8/88), having regard to the needs of the school and of the wider community.

**The aims of the Code of Behaviour of Bunscoil Chríost Rí are:**

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance 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.

### **Pupils must respect**

- All staff members
- Their fellow pupils
- The property of others and the property of the school
- The opinion of others
- The good name of the school both **within** and **without** the school
- Visitors to the school
- Themselves, and believe in their own self-worth

### **Respect is shown by**

- Being polite, kind, gentle, and non-aggressive at all times
- Moving with caution to avoid accidents
- Staying silent when silence is expected
- Not using foul or abusive language
- Wearing your full school uniform and looking after your appearance and possessions, (Dark footwear is preferred – no jewellery (other than watches) for safety reasons– no extreme hairstyles)
- Eating healthy wholesome food during lunch times
- Stopping and standing aside (single file) when an adult passes particularly in the corridors and at entry and exit points
- Being reverent during religious services
- Refraining from spitting and other anti-social activities
- Making every effort to be punctual (School begins at 8.45am.)
- Being tolerant and respectful of everybody in school.

### **Class Time**

- Obeying your teacher, and all staff members
- Paying attention during lesson time
- Having your school materials organised properly
- Responding immediately to the teachers' requests
- Speaking politely in class
- Remaining seated when requested
- Acting with responsibility and self-discipline at all times.

### **Play Time**

- Following the directions of the person(s) in charge
- Entering and leaving your classroom in a quiet and orderly fashion
- Forming a quiet and orderly *line* in yard as soon as the bell rings
- Playing only in the permitted areas during playtime
- Playing in a gentle and friendly manner
- Moving safely and with caution
- Never resorting to physical or verbal bullying behaviours

Respect for others forms the basis for the Code of Good Behaviour. Pupils who are respectful and orderly may be given due recognition within the school system through:-

- Affirmation
- Special privileges
- Award and reward
- Class Teacher and Principal may acknowledge Good Behaviour

### **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, or the supervising teacher at break-times. 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, Deputy Principal and/or the Principal to discuss their child's behaviour.

### **Examples of minor misbehaviour include:**

- The use of electronic equipment or mobile-phones to school
- Not wearing appropriate uniform
- Not following instructions.
- Minor arguments among pupils
- Not doing or completing homework

### **Examples of serious misbehaviour include:**

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft
- Bringing dangerous equipment or materials to school
- Leaving school/school activities without permission.
- Being disrespectful of any staff member

**Examples of gross misbehaviour include:**

- Assault on a staff member or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying/Using abusive substances

***Bullying***

***Please refer to the school's Anti-Bullying Policy/Bí Cineálta Policy from September 2025 which has been established within the framework of the school's overall Code of Behaviour.***

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

- PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping,

etc. · VERBAL: name calling which hurts, insults or humiliates.

- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to Bullying are explored continually during SPHE lessons and other curricular areas.

*Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a message to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.*

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

*In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.*

Code of Behaviour 2025/26

## **School Code of Behaviour**

1. Warning from Teacher
2. Second Warning from Teacher
3. Deputy Principal Logs in Behaviour Book
4. Deputy Principal logs and informs parents
5. Principal's Office

***In consultation with parents, pupils, staff, Board of Management and the DES Guidelines the following procedures for dealing with unacceptable behaviour have been agreed.***

### **Procedures for Dealing with Unacceptable Behaviours**

#### **1. The following strategies/sanctions may be used to show disapproval of unacceptable**

**behaviour:** (a) Reasoning with the pupil

(b) Reprimand (including advice on how to improve)

(c) Temporary separation from peers, friends or others

(d) Loss of privileges

(e) Separation from peers

(f) Detention during a break time

(g) Prescribing additional work

(h) Referral to Deputy Principal/ Principal

(i) Communication with parents

(j) Suspension (temporary)

(k) Warnings as per Behaviour Guidelines

**2. Teachers will keep a written record of all instances of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils.**

**3. The Deputy Principal has a special responsibility for discipline in the school. Teachers will report instances of serious misbehaviour initially to the Deputy Principal who will log these instances and monitor offenders. The Deputy Principal will liaise with the Principal regularly on matters of discipline.**

4. Before resorting to serious sanctions, eg, suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage, rather than as a last resort.

5. Communication with parents will be verbal or by letter, depending on circumstances. The parents concerned may be invited to come to the school to discuss their child's case.

5. For gross misbehaviour, or repeated instances of serious misbehaviour, suspension will be considered.

6. 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 have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools.

7. In the case of gross misbehaviour, the Board authorises the Principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

8. Expulsion may be considered in an extreme case, in accordance with Rule 130(6).

9. Every effort will be made to have an emotionally challenged child referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, eg. Community Care services provided by Tusla/HSE etc.

10. In the belief that the most effective schools tend to be those with the best relationship with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but when they have behaved particularly well.

11. This code will be reviewed at regular intervals.

Date: 25th November 2025

Signed: \_\_\_\_\_  


Chairperson Board of Management: Denis Bohane

Review Date: September 2026

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