

COOLE NATIONAL SCHOOL



Garadice,
Kilcock,
Co. Meath.

Tel: (046)9557538

Email: cooleschool@gmail.com

Website: www.coolens.ie

Code of Behaviour

Introductory Statement

The school's Code of Behaviour was reviewed and updated in 2023 by the Principal and staff in consultation with the parents, student council and the Board of Management. The policy outlines the school's practices and procedures for helping students to behave well and learn well in school. The Code of Behaviour complies with the Education (Welfare) Act 2000 in that it sets out; standards of behaviour expected in the school, the plan for promoting good behaviour, the ways in which the school responds to unacceptable behaviour, the plan for implementing the Code of Behaviour and the school's procedures for the use of suspension and expulsion.

School Ethos and Vision

This policy was reviewed in the context of the stated school ethos. Coole National School is a Catholic, co-educational primary school in which we endeavour to create happy, positive, caring and trusting relationships. We acknowledge and totally support the role of partnership in this process; pupils, parents, staff, parish and visitors. We endeavour to develop the emotional, moral, social and spiritual growth together with the intellectual, physical, creative and religious development of each child under the patronage of the Bishop of Meath. We aim to foster a positive, inclusive school environment that allows each member of the school community to be happy at school, to experience positive relationships and to develop to the fullest of their potential.

General Principles of the Code of Behaviour

- The school recognises 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, a high level of cooperation between staff members and also cooperation between staff, parents and pupils.
- Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner.

Aims of the Code of Behaviour

- To create a positive learning environment and facilitate the education and development of every child
- To encourage and reinforce good behaviour and self-discipline
- To promote positive self-esteem in students
- To foster the core values of respect, kindness, honesty and responsibility within the school

- To build positive relationships between staff, pupils and parents
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- To foster the skills of responsibility and problem solving
- To create and sustain a safe and predictable school environment and minimise disruption to teaching and learning
- To clearly communicate the school's expectations and strategies
- To encourage cooperation between home and school in the implementation of this policy

1. Roles and Responsibilities

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, students and the parents/guardians of the students at Coole N.S

The school's standards of behaviour describe the behaviour expected of all members of the school community, staff and students, parents/guardians and visitors. These values are put into practice through simple, clear and consistent school rules and routines which are built on:

- respect for yourself
- respect for others
- respect for your school

1.1 Responsibilities of Board of Management

- Provide a comfortable, safe environment.
- Ratify the code of behaviour
- Support the Principal and staff in implementing the code.

1.2 Responsibilities of Principal

- Promote a positive climate in the school.
- Ensure that the code of behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required.

1.3 Responsibilities of Teachers

- Support and implement the school's code of behaviour.
- Create a safe working environment for each student and affirm good work.
- Be courteous, consistent and fair.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

1.4 Responsibilities of Parents/Guardians

Schools need the support of parents with regard to good behaviour and discipline. Parents can help their children in the following ways:

- Parents should provide their children with positive models of behaviour.
- Children need boundaries and rules about behaviour. Talk to your child about school rules. They help make the school a safe place where everyone can learn and nobody feels left out or threatened.
- Be interested in, support and encourage your child's school work.
- Cooperate with teachers in instances where your child's behaviour is causing difficulties for others.
- Answer any phone calls from school promptly.
- Ensure that there is always someone available to collect child from school promptly at school's request.
- Attend meetings at the school as requested.
- Check your child has all they need for class i.e. pens, pencils, rubber, ruler, etc.
- Share information with the school in relation to any problems which may affect child's progress / behaviour.
- Behave in a respectful manner to all members of the school community.
- Ensure that your child attends school regularly and on time.
- Children are supervised in the mornings from 9.10am It is parents'/guardians' responsibility to ensure their child is supervised before that time.
- Children must be collected promptly.
- Inform the school if an unknown adult will be collecting their child.
- Ensure the school has up to date contact information for parents/guardians

1.5 Responsibilities of Students

To follow the **School Rules*** and **Charter of Pupil rights***

The rules are brought to the attention of the on a regular basis

Behaviour that does not conform to one or more of these rules can be considered unacceptable. For each rule we have certain expectations, and these are explained and taught to all students.

The success of the school's code of behaviour depends on consistency in the implementation of these rules. This will be achieved as follows:

- Teaching of the School Rules
- Modelling the standards
- Rewards and Incentives for keeping the rules
- Prevention Strategies
- Sanctions for Breaking the Rules

***See appendix A and B**

2. Standards of Expected Behaviour in School

The expected standards of behaviour for pupils are outlined below. Teachers apply these standards in a fair and consistent manner, considering the age and ability of students as they do so. The standards of

behaviour are divided into sections relating to different locations/activities: general, classrooms, yard, corridors and inside the school building, school tours and excursions. The standards set out below are a universal support, providing guidance to all children. Class teachers use class rules to provide targeted support to children at class level. From time to time children require individual support and this is generally arranged by the class teacher and support teacher in liaison with the parent/guardian and when necessary, school management.

2.1. General

The expectations for pupils are as follows:

- Pupils are expected to represent themselves, their class and Coole NS to the very best of their ability at all times
- Respect all members of the school community. Show manners and kindness to others. Greet each other politely.
- School uniform is to be worn on all days.
- Absences must be explained by way of a note from parents/guardian
- Homework should be completed fully and to a high standard.

2.2 Classrooms

The expectations for pupils are as follows:

- Follow the teacher's instructions at all times
- Obey the class rules. The rules will be agreed upon by the class and displayed by the teacher.
- Respect yourself, other pupils and their property, teachers, SNAs and classroom visitors
- Respect school property – furniture, ICT equipment, books...etc
- Engage with the behaviour and reward systems in the classroom e.g. traffic light system, table of the week, pupil of the week...etc
- Raise your hand to get the attention of the teacher and contribute to class discussions and activities
- Match the noise level to the task at hand – follow the guidance of the teacher
- Come to class ready to learn – have the correct equipment, always complete homework, be ready to listen, participate, contribute and always try your best!
- Concentrate and work quietly – give others the opportunity to do the same
- Keep all areas of the classroom clean and tidy – library, toilets, storage areas...etc
- Line up quietly, quickly and carefully when leaving the classroom

2.3 Yard

The expectations for pupils are as follows:

- Stay within the boundaries of the yard at all times
- Seek teacher's permission to use the bathroom
- alert the teacher when first aid is required
- Kind hands, kind feet, kinds words – always
- Respect fellow pupils, teachers and SNAs
- If there is a problem, speak to the teacher on duty
- Listen to and obey the teacher's instructions at all times
- Include others in games and play
- Allow other children to play without interference

- Freeze when the first bell rings.
- Walk to your line on the second bell
- Line up quickly and quietly, in single file facing the school
- Return to the school building quietly and calmly

2.4 Inside and Around the School Building

The expectations for pupils are as follows:

- Walk in the school building
- Remain in single file and follow the teacher's instructions when walking in the building with a class or group
- Keep to the left-hand side in corridors
- Look where you are going at all times!
- Greet staff and visitors – abair, 'Dia duit!' (a phríomhóide, a mhúinteoir...srl) & 'Gabh mo leithscéil'
- Show manners: let adults pass, hold doors open for teachers, staff and visitors
- When required, carry out assigned tasks and return to class in a timely manner

2.5 Tours and Excursions – including school sports

The expectations for pupils are as follows:

- Pay attention to the teacher(s) accompanying tours
- Represent the school with integrity when travelling away from the school
- Seat belts must be worn on tour buses
- Follow the instructions of teachers and coaches involved with teams
- Show respect for visiting teams
- Show respect when visiting other schools
- Listen carefully and act responsibly

2.6 Other

The expectations for pupils are as follows:

- During break on a wet day, remain seated and engage in the activity set by the teacher
- Follow the routines of the school and the instructions of teachers at all times

3. Building Relationships and Promoting good behaviour

The school endeavors to provide a positive environment that promotes and encourages good behaviour amongst pupils. Central to the school's approach are quality relationships between teachers and their students. Teachers have a strong capacity to develop good relationships with students. Teachers seek to balance warmth and empathy with objectivity, professionalism, fairness and consistency in building mutually respectful relationships.

Parents play an important role in reinforcing the standards of expected behaviour and encouraging their child/children to behave well at school. In many respects, the school relies on the support of parents to foster quality relationships between teachers and pupils, thus promoting good behaviour. Partnership between the school and parents is pivotal to the success of the school's Code of Behaviour. The school actively endeavours to involve parents in the process of affirming and celebrating children's strengths through class and whole school reward systems.

3.1 Strategies to Promote Positive Behaviour

The school employs a number of strategies to support teachers and pupils. These strategies can be split into three categories: universal, targeted and individual.

3.2 Universal Strategies

- Promotion of the core values of respect, kindness, honesty and responsibility – through the curriculum. The overall aim is to develop the children's understanding of the values and embed them across all aspects of school life.
- Explicit teaching of the school rules and expected standards of behaviour

3.3 Targeted Strategies

- Each class teacher operates a positive behaviour reward system that rewards children, groups and the entire class for high standards of behaviour.
- A reward system for good lining up at the end of break times
- From time to time, targeted reward systems may be used to promote good behaviour in specific areas which are identified by staff e.g. the behaviour of a class on yard (*Seomra na Seachtaine*).

3.4 Individual Strategies

- Teachers recommend individual pupils to the principal for a commendation. Commendation is communicated to the child's parents.
- Teachers may tailor reward systems to individual children to take account of their particular learning style e.g. where sensory needs additional learning needs exist.

3.5 Rewarding Good Behaviour

Good behaviour is rewarded in many ways, including:

- Verbal praise and affirmation
- Affirming gestures – high-five, thumbs-up...etc
- Verbal praise to parent
- Informal note to parent
- Homework passes
- Certificates
- Additional privileges
- Responsibility
- Golden Time
- Stars, stickers or other appropriate small prizes
- Commendations

4. Responding to Unacceptable Behaviour

4.1 Prevention Strategies

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways

of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Prevention strategies used in the school may include:

- Restorative practice discussions
- Circle time
- Carrying out useful task
- Helping in the school garden
- Sensory Breaks/Movement Breaks
- Use of individual behaviour plans
- School Support Plans and SET support

Despite the school's efforts to promote good behaviour and the expected standards of behaviour, inappropriate behaviour occurs. The effects of breaches of the school's behaviour policy can be wide ranging. For example, inappropriate behaviour can disrupt teaching and learning, cause distress to pupils or staff or in serious cases, threaten the safety of pupils and/or staff.

4.2 Whole-school Approach to Managing unacceptable Behaviour at Class Level

To ensure consistency and uniformity there is a whole school approach to discipline issues at class level. Teachers use a 3-level approach. Pupils start the day on level 1 (this indicates they are meeting behaviour expectations) Pupils will be moved to level 2: 'Yellow Warning', if they fail to meet behaviour expectations. They may progress to level 3: 'Red Warning' depending on the severity of the behaviour. Parents will be notified and an appropriate sanction implemented. Classroom displays may be appropriate for a particular class group, considering their age or any other considerations that are of relevance.

4.3 Interventions

The school's approach to interventions – required from time to time in response to ongoing behaviour issues – is based on a 3-tiered structure as envisaged by the Continuum of Support. The levels of intervention are described below:

4.31. Classroom Support

Some pupils may need additional support in class to manage their behaviour and meet the expected standards of behaviour. The class teacher may use a variety of strategies to support the pupil. The class teacher co-ordinates the intervention and it is carried out within the regular classroom environment.

4.32. School Support

Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include: - involvement of the relevant support teacher - pastoral support involving teachers and parents/guardians - setting targets for behaviour and monitoring them with the student in a supportive way - behaviour contracts.

4.33 School Support Plus A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in

school and at home. Local support services may be able to assist in responding to the needs of a student with such behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Council for Special Education (including the National Behavioural Support Service), Child and Adolescent Mental Health Services. The school is cognisant of its obligations under the Equal Status Acts 2000 to 2004 with regard to making reasonable accommodation for students with disabilities.

5. Breaches of the Code of Behaviour

Breaches of the Code of Behaviour can be classified as minor, serious or gross misbehaviour

5.1 Examples of Minor Misbehaviour

Interrupting class work, running in the school building, not listening in class, disrupting classroom activities, distracting others, leaving assigned seat without permission, intentionally littering, not wearing the correct school uniform without good reason (i.e. note from parent), being discourteous/unmannerly towards staff or visitors, not completing homework without good reason, rough play on the yard at break time, isolated use of inappropriate language, isolated instances of name calling, not following the daily routines of the school. *This list is not exhaustive.*

5.2 Examples of Serious Misbehaviour

Constantly disruptive in class, back answering a teacher, persistently telling lies, stealing, damaging other pupils' property, damaging school property including graffiti, bullying, being disrespectful towards staff or visitors, persistent name calling or teasing, leaving designated boundaries during school day without appropriate permission, not working to full potential, persistent use of unacceptable language, threatening/aggressive behaviour, persistent rough play on yard, deliberately injuring a fellow pupil, spitting at or biting another pupil, noncooperation with teachers and/or SNAs. *This list is not exhaustive.*

5.3 Examples of Gross Misbehaviour

Destruction of/setting fire to school property, leaving the school grounds without appropriate permission, interfering with fire safety equipment, bringing weapons to school, violence towards a staff member, repeated or severely aggressive or threatening behaviour towards a teacher or another pupil, instances of severe bullying, repeated instances of bullying, repeatedly deliberately injuring other pupils, persistent or repeated serious breaches of the Code of Behaviour and failure to cooperate with the interventions of the school. *This list is not exhaustive.*

5.4 Bullying and Harassment

Bullying is unacceptable behaviour and is prohibited. It is deemed to be, at the very least, a serious breach of the Code of Behaviour. This Code of Behaviour sets out the sanctions that the school will apply where bullying has occurred. The Code of Behaviour supports the school's Anti-bullying Policy in this regard.

6. Sanctions

6.1 The objective of a sanction is to help the student to learn.

Sanctions should bring about a change in behaviour by:

- Providing learning opportunities to students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others

- helping students (in ways appropriate to their age and development) to understand that they are responsible for their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe

Sanctions are used as part of the wider plan to help students learn in school and should:

- defuse and not escalate situations
- be applied in a fair and consistent manner
- be administered in a timely fashion
- be proportionate and appropriate

6.2 Students with Special Educational Needs

As in the case of any student, sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour. Particular care is taken to help students with special educational needs to understand the purpose of the sanction and the reason why their behaviour is unacceptable. Due regard is given to the appropriateness of sanctions. School and classroom practices that support good learning behaviour are valid for all students, including those with special educational needs.

6.3 Sanctions for Minor, Serious and Gross Misbehaviour

The following lists are not exhaustive. Teachers use their professional judgement in the application of sanctions.

6.4 Sanctions for minor misbehaviour include:

- Eye contact & non-verbal cues from the teacher
- Verbal reminders
- Reasoning with pupil
- Verbal reprimand
- Final verbal warning
- Yellow Warning (as per whole-school approach)
- Complete incomplete class work at home. Such work will have been incomplete due to poor behaviour in class.
- Change of seating arrangement /classroom environment
- Time-out of class activities*
- Persistent minor misbehaviour will result in a Red Warning and Parents will be notified.

6.5 Sanctions for serious misbehaviour

- Immediate Red Warning – notification issued to parents
- Additional work – letter of apology, reflection sheet...etc as appropriate
- Time out from class activities*
- Removal of the pupil to another class for an appropriate period of time as agreed between teachers of a class level*

- The classroom environment may be adapted. E.g A pupil's seating arrangement may be changed e.g. moved to a new group or closer to the teacher's table. In certain situations, a pupil may be temporarily seated alone.
- Withdrawal of privileges
- Referral to principal/deputy principal - notice of this is issued to parents by the principal/deputy
- Teacher meeting with parents
- Behaviour monitoring (This is done by the teacher and follows a meeting with parents – teacher monitors behaviour at intervals throughout the day for an agreed period of time e.g. 1 week, report sent home nightly for parent review and signature)

**** Temporarily removing a student from an activity or the classroom may be appropriate in the interests of classroom management and health and safety to ensure the learning of other students and to help the pupil to recognise and learn about the impact and consequences of their behaviour. A pupil will not be consistently denied access to a particular part of the curriculum as a general sanction.***

6.6 Sanctions for gross misbehaviour

- Referral to principal/deputy principal - notice of this is issued to parents by the principal/deputy principal (in certain circumstances, this may be done by way of a phone call) - Principal/deputy principal meeting with parents (this meeting may include the pupil's teacher also)
- Removal of the pupil to a supervised location in the school
- Letter of apology
- Loss of privileges (including Sports Day & annual school tour)
- Extended behaviour monitoring
- Suspension
- Expulsion

7. Arrangements for Responding to Misbehaviour on Yard

The environment of the yard differs greatly to that of the classroom, in that it is largely unstructured. Due to the different environment, higher teacher-pupil ratio and the necessity for the teacher to be actively engaged in supervising children as they play, a separate system for dealing with misbehaviour is utilised. Measures to manage behaviour on the yard, including time out from yard activities, are applied to misbehaviour in the yard only and are not used as sanctions for poor behaviour in the classroom. In general, the supervising teacher administers sanctions for minor misbehaviour. Serious misbehaviour during play is generally dealt with by the supervising teacher and the class teacher but the principal/deputy principal may be involved if necessary. Gross misbehaviour is dealt with by the supervising teacher, class teacher and principal/deputy principal.

For repeated serious misbehaviour on the yard, or where a behaviour support plan requires it, arrangements may be made for the student not to go to yard at break time. In this instance the pupil will be supervised by a member of staff in another location.

7.1 Sanctions for minor misbehaviour on yard

- Eye contact & non-verbal cues from the teacher
- Verbal reminders
- Reasoning with pupil
- Verbal reprimand
- Name recorded in the Yard Book and short time-out (Supervising teacher informs class teacher at the end of break)

- Persistent minor misbehaviour will result in additional time-outs from play

7.2 Sanctions for serious misbehaviour on yard

- Name recorded and time out from yard for the remainder of break
- Notification issued to parents by the class teacher following consultation with the supervising teacher
- Completion of reflection sheet or letter of apology.
- Withdrawal of privileges by class teacher
- Referral to the principal/deputy principal - notice of this is issued to parents by the principal/deputy
- Teacher meeting with parents
- Behaviour monitoring – if appropriate
- Suspension

7.3 Sanctions for gross misbehaviour on yard

- Immediate removal of the pupil from yard activities
- Referral to principal/deputy principal - notice of this is issued to parents by the principal/deputy principal
- Principal/deputy principal meeting with parents (this meeting may include the pupil's teacher also)
- Letter of apology
- Loss of privileges (including Sports Day & annual school tour)
- Extended behaviour monitoring – if appropriate
- Suspension
- Expulsion

7.4 Misbehaviour Outside School

The standards and rules in the school's Code of Behaviour apply in any situation where a pupil is the responsibility of the school. This includes school tours, at games and extra-curricular or co-curricular activities or attendance at events organised by the school.

In circumstances, where a pupil is alleged to have engaged in serious or gross misbehaviour when they are not under the care or responsibility of the school but where there is a clear connection with the school and a demonstrable impact on its work, the Code of Behaviour may be applied.

8. Implementing the Code of Behaviour

The reviewed Code of Behaviour will be communicated to parents by email. It will be on the school website and available upon request from the school office. New parents to the school will be provided with a copy of the Code.

The expected standards will be explicitly taught to pupils. The core values of the Code will be promoted throughout the school years and pupils will engage in activities relating to the core values.

Behaviour will be monitored by teachers and the principal and deputy principal. Teachers will use the procedures set out in Section 4 of this policy to monitor behaviour in class, on yard and in all other circumstances relating to the school.

Complaints regarding the implementation of the Code of Behaviour should be made in line with the school's Parental Complaints Procedure. The school's approach is to resolve complaints as early as possible and as close as possible to the origin of the problem. Following the exhaustion of informal channels, complaints may be made to the Board of Management. In circumstances, where a pupil has been

suspended or permanently excluded, parents may have recourse to the appeals process set out in Section 29, Education Act 1998.

9. Procedures for Suspension and Expulsion

9.1 Suspension

In the event of repeated serious misbehaviour or an incident of gross misbehaviour the Principal will request a meeting with the parents. If warranted, the Principal reserves the right to suspend the pupil for 3 days initially. This power of suspension is delegated to the principal by the school Board of Management.

If a suspension longer than three days is proposed by the Principal, the matter will, ordinarily, be referred to the Board of Management for consideration and approval. However, the Board of Management authorises the Principal, subject to the approval of the Chairperson, to impose a suspension of 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

A meeting of the BOM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

Before serious sanctions such suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal, by letter or both 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, parents will be requested to attend at the school to meet 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 authorises the Chairperson or Principal to sanction an immediate suspension for a period not exceeding five school days, pending a discussion of the matter with the parents.

In accordance with Education (Welfare) Act 2000, s.21(4)(a), the Education Welfare Officer will be notified of pupils suspended for periods of 6 days or more.

9.2 Expulsion

Expulsion may be considered in extreme cases, in accordance with the Rule for National Schools and the Education Welfare Act 2000. In such cases, the procedures set out in Ch. 12, Developing a Code of Behaviour: Guidelines for Schools will be followed.

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

This Policy was ratified by the Board of Management on _____
It will be reviewed in January 2025

Chairperson _____

Principal _____

Appendix A

School rules

3 golden rules for Coole N.S

- 1 Be respectful
- 2 Be a Hero (Here, everyday, ready, on time)
3. Show that you care

Rules of the School Explained

1. Be respectful

This means:

- That you will be helpful and treat other students and all staff with good manners and respect.
- That you will be gentle and kind, keeping unhelpful hands, feet, objects and comments to yourself.

- That you will be honest.
- That you will call others by their names.
- That bad language, biting, bullying, kicking, punching, spitting is unacceptable behaviour.
- That you will respect the instructions of all the school staff.
- That you will not pick on or bully others.
- That you use the litter bins correctly
- That you respect school property and the property of other people.
- That you have respect for other cultures, religions and differences.
- That you will not bring mobile phones to school as they are not allowed.

Because:

- Everyone is entitled to good manners and respect.
- Bullying causes fear, hurt and misery.
- Offensive or abusive language shows disrespect and can cause hurt.
- Keeping the school environment pleasant and litter free is everyone's responsibility.
- You would expect the same respect for your property.
- Everyone has the **right** to be treated with respect.

2. Be present and ready to learn.

HERO- Here, Everyday, Ready, On time

This means:

- That you attend school every day unless it is absolutely unavoidable.
- That if you miss school you bring in a note in your journal.
- That you behave yourself on your way to and from school.
- That you have the proper stationary, books and copies required for class.
- That you will be careful with library books, your own books, pencils, markers, crayons.

- That you work to the best of your ability, and allow others to do the same.
- That you listen to your teachers.
- That you do not disturb the class.
- That you sit with the four legs of your chair on the floor at all times.
- That you always have your journal with you.
- That you put your chair up on the desk at the end of the day and help tidy the room.
- That you will put a quiet hand up to speak if the teacher is speaking.

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation for your absences.
- The school is responsible for you during the day.
- The school expects that all students can come to and go home from school safely.
- It wastes time if you have not got your pens, copies, and books.
- Having items not needed for class causes distraction and wastes time.
- Your books belong to the school and will need to be passed on to another student at the end of the year. If we don't keep your belongings in good condition they won't last for the year.
- Everybody has a right to learn in a caring, safe and respectful environment.
- The teacher is trying to help you.
- Disturbing the class is unfair to others who wish to learn.
- It is dangerous to swing back on the two legs of your chair.
- Your journal helps you remember what you have to do and is a means of communication between school and home.
- It is important to take responsibility for tidying up after ourselves.

Show that you care.

- By following the first two rules you will show that you care.

- People will know that you are a good member of Coole National School community.
- You are showing that you are proud to belong to Coole National school, to your class and to your group of friends.
- You are showing that you care about your classmates, teachers and parent's and community

Appendix B The charter is strongly linked to the rules
Charter of Pupil Rights

COOLE N.S. CHARTER OF PUPIL RIGHTS



EDUCATION



My rights

I have a right to:

- A good education
- be allowed to learn
- to be different
- to make mistakes
- to ask for help
- to be included



My responsibilities

I have a responsibility to:

- come to school
- listen and do my best
- Let others learn
- accept that others are different
- to learn from my mistakes
- to help others
- to include classmates



SAFETY



My rights

I have a right to:

- be safe at school
- to be treated fairly
- to be protected from harm

My responsibilities

I have a responsibility to:

- to work and play safely
- to walk through the school with care
- to stand up for what is right
- to follow safety instructions

Mol an óige agus tiocfaidh sí.



BELONGING



My rights

I have a right to:

- be listened to
- to have my own opinion
- to be treated with respect
- to be told the truth
- to be called by my name



My responsibilities

I have a responsibility to:

- to listen to others
- to hold my opinion if it would hurt others
- to treat others with respect
- to be honest
- to call other by their name instead of nicknames or name-calling



PROPERTY



My rights

I have a right to:

- have my personal property respected
- use school resources
- learn in a clean and tidy school environment



My responsibilities

I have a responsibility to:

- take care of my belongings
- to take care of school equipment
- to report any damage to property or resources
- to tidy up after myself
- to keep my learning area/ desk tidy

COOLE NATIONAL SCHOOL