



Mercy Primary School
St Francis Street
Galway
Tel. 091-566452
info@mercyprimary.ie
www.mercyprimary.ie
Roll No.: 04515G

POLICY ON PASTORAL CARE, BEHAVIOUR & DISCIPLINE

INTRODUCTORY STATEMENT

This policy is concerned with

- reflecting our mission statement and ensuring an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development;
- supporting the policies in all other related and relevant areas e.g.
 - policy on countering bullying;
 - policy on mobile phones;
 - policy on child welfare and protection;
 - policy on homework
 - intercultural policy
 - policy on critical incidents etc.

AIMS

The policy aims to:

- provide guidance for pupils, teachers and parents on behavioural expectations;
- create an ordered and orderly environment;
- provide clear understanding of the roles and responsibilities of all parties involved;
- develop a team approach to help students behave well;
- respond to positive behaviour by acknowledgment and reward;
- respond to unacceptable behaviour and avoid a personal stance;
- foster a high standard of positive behaviour;
- foster a strong sense of community within the school with shared insights and recognition of differing cultural norms;
- ensure that the codes of pastoral care, behaviour and discipline are implemented in

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- a reasonable, fair and consistent manner;
- facilitate co-operation among staff and between staff, parents and pupils;
- create a safe environment for pupils, parents and staff of the school;
- Take account of the particular needs and circumstances of the school.

POLICY CONTENT

The content of the policy comprises the code of pastoral care, the code of behaviour and the code of discipline.

CODE OF PASTORAL CARE

We, at Scoil an Linbh Iosa recognise the uniqueness of each individual and his/her worth as a human being. We try to promote positive habits of self-respect, self-discipline and responsibility among all our members, staff, pupils and parents. We are committed to promoting equity in general and gender equity in particular in a multicultural setting.

We strive to change in response to pupils' needs and to promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.

We believe in taking particular care of 'at risk' pupils by

- monitoring their social and academic progress;
- providing additional financial/physical resources where needed;
- providing early intervention when/if necessary within the context of resources available to the school;





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(This might include contact with parents, with home/school/community co-ordinators, social workers in a child's home district,

social workers working with the Health Services Executive, school psychological services (N.E.P.S.), juvenile liaison officers, Education Welfare Officers, etc.)

- responding to the needs, fears or anxieties of individual pupils/parents/guardians in a sensitive manner;
- creating a positive school atmosphere through use of, for example, the 'Stay Safe' programme, anti-bullying strategies, self-awareness programmes etc.

We place greater emphasis on rewards than on sanctions and acknowledging and rewarding positive behaviour.

We recognise the variety of differences that exist between children and the need to accommodate such differences.

We strive to differentiate in order to accommodate the abilities, aptitudes and interests of each individual pupil.

We ensure that parents have structured access to teachers through parent teacher meetings and by appointment, when requested, through the Principal's Office. Communication with parents will be verbal and/or by letter, depending on circumstances.

Pupils engaged in pre or after school activities are expected to behave in accordance with school behaviour policy,





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We acknowledge the right of each member of the school to enjoy school in a safe, secure environment.

Signed: _____ (Chairperson)

Date: _____





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CODE OF BEHAVIOUR - SCOIL AN LINBH IOSA

1. We, children, parents, teachers and Board of Management of Scoil an Linbh Iosa expect students

- to be gathered in class line in Hall not later than 8.45 a.m. each morning;
- to be dressed according to the criteria for any given time of year (e.g. full school uniform September, October, March, April, May, June and tracksuit November, December, January, February);
- to wear school tracksuit and runners for Physical Education
- to bring school books, copies and other relevant requisites to school;
- to walk quietly **on right hand** side of stairs at all times;
- to eat **all** of school meals if these are provided;
- to bring nutritious lunches to school (if not involved in school meals scheme);
- to have a lunch box and to bring home all food and drinks, papers or cartons;
- to respect food;
- to remain seated in classroom during break times;
- to let the school know the reason for absence on the **first day** of any absence;
- to be collected or leave the school immediately class is over and to obey the traffic warden when there is one on duty;
- not to go into the school building without permission during playtime and not to leave the school without parental permission;
- never to shout or run within the school or delay while out of the classroom;
- never to bring chewing gum or tippex to school;
- to respond immediately to the school bells, especially in the Schoolyard or in the School Hall.

2. We **ESPECIALLY** expect our children

- to be well mannered at all times and to all people;
- never, deliberately, to do or say anything which will hurt another or others or to take part in any bullying behaviour;
- to tell a teacher or a parent if we are, or if some other is being bullied;

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- to help keep our school beautiful;
- to be aware of personal cleanliness.

.....

To be signed by parents/guardians:

I _____ have read the School Code of Behaviour with

_____ and will remind and help him/her to live by it.

Date: _____





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POSITIVE BEHAVIOUR

The school is primarily concerned with focusing on and promoting good behaviour and gives priority to promoting such behaviour through use of reward strategies at overall school level (attendance, behaviour etc.) and at class level. Reward strategies shall include:

Verbal affirmation

Affirmation through gesture

Publication of work

Endorsement of special effort

Reward e.g. prize, homework pass etc.

The nature of the reward strategy used shall vary according to the individuals involved (pupil and teacher) and the specific circumstances.





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CODE OF DISCIPLINE

The 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 premises. A child will be referred to the Principal for ***serious breaches of discipline (gross misbehaviour & serious misbehaviour/misdemeanour)*** and for repeated incidents of ***minor misdemeanours***.

Any misbehaviour is likely to fall into one or more of the following categories:

- Gross Misbehaviour
- Serious Misbehaviour /Misdemeanours
- Minor Misdemeanours

MISBEHAVIOUR AND SANCTIONS

Unacceptable Behaviour

Where unacceptable behaviour occurs i.e. disregard for any aspect of the Code of Behaviour, the following strategies will be implemented but not necessarily in order:

- Reasoning with and encouraging the pupil;
- Reprimand, including advice on how to improve and encouragement towards improving;
- Temporary separation from peers, friends or others;
- Temporary removal from class;
- Loss of privileges e.g. outings, etc.;
- Prescribing additional tasks;
- Referral to Principal;*
- Communication with parents;*
- Individual Education Plan i.e. Shortening of the school day;
- Suspension.
- Expulsion

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PLAY LEARN & GROW TOGETHER



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* in the case of younger children (communication with parents might precede referral to Principal's Office as a strategy.

Strategies used will be based on **teacher's professional judgement** and will take account of the **individuality of each child**.

Serious Misbehaviour

Teachers shall keep a **written record** of all instances of **serious misbehaviour** as well as a record of improvements in the behaviour of disruptive pupils. Before resorting to serious sanctions e.g. 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.

Serious misbehaviour is considered to be persistent unacceptable behaviour e.g.

- persistent non-co-operation with teachers/peers;
- persistent disruption;
- disrespect;
- persistent lying;
- cheating and stealing, etc.
- damaging other people's property;
- bullying
- back answering a teacher
- frequenting school premises after school hours without appropriate permission;
- leaving school premises during school day without appropriate permission;
- using unacceptable language;
- bringing weapons to school'
- deliberately injuring a fellow pupil.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed. The parents of the transgressing child will be requested, verbally or in writing, to attend at the school to meet with any or all of the





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following: Chairperson/ Principal/Deputy 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 by the Board of Management, for a temporary period and in accordance with the provision of the Education Welfare Act (2000). Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent 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.

Gross Misbehaviour

For gross misbehaviour, the Board shall authorise the Principal and/or Chairperson to sanction immediate suspension, pending discussion with parents. Expulsion will be considered in extreme cases of gross misbehaviour and in accordance with procedures prescribed under the Education Welfare Act 2000 and the Rule for National Schools. Guidelines concerned with suspension and expulsion as outlined in Chapters 10, 11 & 12 'Developing a Code of Behaviour: Guidelines for Schools' will be observed. Every effort will be made to ensure that procedures are fair and based on the principles of natural justice.

Examples of Serious Misdemeanours

- Aggressive, threatening, sectarian, racist, homophobic or violent behaviour towards any member of the school;
- Damaging school property.





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Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay.

Where is it considered appropriate, the assistance or support of appropriate agencies will be sought e.g. National Educational Psychological Services, HSE Community Services, Child and Adolescent Mental Health Services, National Council for Special Education etc.

ROLES & RESPONSIBILITIES FOR DEVELOPMENT, IMPLEMENTATION AND REPORTING ON POLICY

Role & Responsibilities of Principal, Deputy Principal & Senior Management

- to ensure Policy is implemented;
- to lead audit review of code and review code as required;
- to monitor implementation of policy as commissioned by Board of Management;
- to ensure active participation by all partners in development and implementation of policy.

Role and Responsibilities of Teachers:

- Be familiar with all policies;
- Implementation of Code of Pastoral Care, Code of Behaviour and Code of Discipline;
- Create a safe working environment for each pupil;
- Recognise and affirm good work;
- Recognise and provide for individual talents and differences among pupils;
- Keep opportunities for disruptive behaviour to a minimum;
- Deal appropriately with misbehaviour;
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour;

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- Communicate where necessary with parents and provide reports on matters of mutual concern.
- Prepare school work and correct work done by pupils;
- Be courteous consistent and fair:
- Provide support for colleagues;

Role and Responsibilities of Parents

- Be familiar with the policy;
- Support and implement school's policy on pastoral care, behaviour and discipline;
- Acknowledge positive behaviour;
- Co-operate with teacher(s) in instances where their child's behaviour is causing difficulties;
- Communicate with school in relation to any problems which may affect child's progress /behaviour;
- Provide feedback to school/teachers on effectiveness of policy/guidelines.

Role & Responsibilities of Students

Observe Code of Behaviour and accept Code of Discipline.

Role & Responsibilities of Board of Management

- to commission the Principal to carry out the process of policy development with the Staff;
- to approve the policies and ensure their implementation;
- to support Principal and staff in implementing the Code;
- to evaluate the implementation and effectiveness of the policy.

Timeframe for Implementation

Immediate and ongoing.

Time Frame for Review

Annually





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Success Criteria (by which policy will be judged)

Satisfaction with effectiveness of procedures.

THE EFFECTIVE IMPLEMENTATION OF THE POLICY ON PASTORAL CARE, BEHAVIOUR AND DISCIPLINE IS DEPENDENT ON THE COMMITMENT TO IT OF ALL THE AGENCIES INVOLVED.

February 2014





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Policy on Pastoral Care, Behaviour & Discipline

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