

Scoil Mhuire agus Bharra

Summerhill

Bantry

Co. Cork

P75 XE75

Tel: 027-50590

Email: info@scoilmb.ie

Principal: Mr. Cathal McCarthy



1. Introduction

Scoil Mhuire agus Bharra is dedicated to fostering a positive, respectful, and safe learning environment where all students are supported in their development. This Code of Behaviour outlines the school's standards and expectations for behaviour, along with the procedures in place to manage inappropriate behaviour constructively. It promotes respect, responsibility, and a collaborative approach to helping students make positive choices.

2. Aims of the Code

- To create a positive school climate that encourages and reinforces good behaviour.
- To promote self-esteem and positive relationships among students, staff, and the wider school community.
- To ensure consistency in responding to both positive and negative behaviour.
- To foster a sense of responsibility in pupils.
- To enable teachers to teach without disruption.
- To ensure the school's expectations are clearly communicated to the entire school community, including parents, students, and staff.
- To support the education and development of each child in a safe and respectful environment.

3. Roles and Responsibilities

- Board of Management: Holds ultimate responsibility for the school's behaviour policy.
- Principal and Teachers: Oversee the day-to-day enforcement of the behaviour policy, ensuring consistency in its application.
- Parents/Guardians: Support the code of behaviour at home, reinforcing the importance of good behaviour.
- Students: Are responsible for their own behaviour, following the school rules and respecting others in the school community.

4. School Rules

- We show respect for ourselves, others, and property.
- We follow staff instructions promptly and courteously.
- We always do our best in class and in our schoolwork.
- We walk quietly in the school building.
- We follow school rules during all school-related activities, including school outings

5. Promoting Positive Behaviour

At Scoil Mhuire agus Bharra, we emphasise fostering positive behaviour through building relationships, establishing rules and routines, and reinforcing good behaviour through genuine praise and rewards.

Developing Positive Relationships

- NEPs My Thoughts about School
- Get to know students: Engage in informal conversations about their interests and families.
- Worry box: Encourage students to express concerns anonymously.
- Circle time: Weekly sessions for students to share news and reflect on their week.

Establishing Rules and Routines

- Collaborative classroom agreements: Students help create classroom rules at the start of the year.
- Clear playground and classroom rules: Guidelines for property use, behaviour, and movement around the school.
- Structured transitions: Ensure smooth movement between activities and locations, such as going to and from the playground.

Praise

- Verbal praise: Provide frequent, genuine feedback to acknowledge positive actions.
- WOW Wall: Display exceptional work to celebrate student achievements.
- Class-wide reward systems: Use methods like marbles in a jar to encourage collective good behaviour.
- High expectations: Praise students for surpassing expectations, rather than just meeting basic standards.
- Positive notes home: Communicate successes to parents via written notes, phone calls or messages via Aladdin.
- Assembly recognition: Celebrate birthdays and achievements during weekly assemblies.

Rewards for Positive Behaviour

- Stickers and reward charts: Visual systems to track and reward good behaviour.
- Golden Time: Students earn free time to enjoy activities like the jungle gym or ball pool.
- Whole-class rewards: Encourage teamwork and positive behaviour through class-wide incentives.
- Random rewards: Surprise students with rewards for acts of kindness or outstanding behaviour.

6. Responding to and Managing Inappropriate Behaviour

Inappropriate behaviour is addressed in a structured and fair manner at Scoil Mhuire agus Bharra, with responses tailored to the severity of the behaviour. The goal is to help students learn from their mistakes and make better choices in the future. We have a levelled approach to addressing inappropriate behaviour in school. The lists of inappropriate behaviours, disciplinary actions, and restorative practices outlined at each level are not exhaustive. School staff may exercise their professional judgment and discretion in identifying and addressing inappropriate behaviour, in line with this policy. If an incident of inappropriate behaviour towards a pupil or staff member is not deemed as bullying in line with the *Bí Cineálta* procedures, 2025. This incident will be addressed in line with the school's code of behaviour.

Level 1

Level 1 inappropriate behaviours are common disruptions that interfere with the learning environment, detracting from the overall classroom experience. Though part of the learning process, they remain a challenge that needs to be addressed.

Examples of Inappropriate Behaviour:

- Failure to prepare for class (e.g., not bringing required materials).
- Running in the hallways.
- Disrupting the work or play of others.
- Disrespectful language, actions or tone including teasing, taunting and name calling.
- Ignoring staff instructions.
- Not wearing full school uniform
- Talking during assemblies or other school events.
- Failure to follow playground or classroom rules

Disciplinary Actions:

- Verbal/visual warnings remind students of expectations.
- Written warning if the behaviour persists after verbal warnings.
- Wipe the slate clean sheet
- Time-out within the classroom or during playtime to allow students time to reflect.
- Reflection time, encouraging students to think about their actions and how they can improve.
- Positive reinforcement, using reward systems to encourage better behaviour.

Restorative Practices:

- Restorative conversations to help students understand the impact of their behaviour on others.
- Students are encouraged to apologise or fix their actions, such as cleaning up after a mess.
- Reflection exercises, where students write or discuss how they can behave differently in the future.
- Parental involvement, via the Penalty Sheet, ensures that the student, school, and home are working together to address the behaviour.

People Involved and roles:

- Teacher
- Student
- Parents/Guardians
- Special Needs Assistants (if applicable)

Level 2

Level 2 inappropriate behaviours are more disruptive and may pose potential risks to others. These behaviours interfere significantly with the learning environment or the safety and well-being of the school community.

Examples of Inappropriate Behaviour:

- Repeated Level 1 inappropriate behaviour despite interventions.
- Aggressive behavior or minor physical altercations with an intention to hurt.
- Intentional damage to school or personal property.
- Stealing from peers, staff, or the school.
- Disrespectful language, including swearing or offensive remarks.
- Cheating or dishonesty.
- Leaving the classroom or school grounds without permission.
- Derogatory remarks directed at others regarding race, gender, or religion.

Examples of Disciplinary Actions:

- Immediate removal from the classroom to a designated time-out space.
- Penalty Sheet: Senior children, from 2nd class up, may be asked to complete a Penalty Sheet at home with their parents after teachers inform parents of the behaviour. The sheet asks the student and parents to reflect on the behaviour, why it occurred, and how to prevent it in the future. This is returned to the teacher for follow-up.
- Notification to parents about the serious nature of the behaviour.
- Meeting with parents to discuss the behaviour and agree on an action plan.
- Loss of privileges, such as school outings or participation in special activities.
- Development of a Behaviour Management Plan in collaboration with parents and external support if necessary.

Examples of Restorative Practices:

- Restorative conversations, where students discuss the impact of their behaviour on others.
- Creation of an Individual Behaviour Support Plan to set goals and monitor progress.
- The pupil apologises.

People Involved:

- Teacher
- Deputy Principal
- Principal

- Parents/Guardians
- External Support from outside agencies (if necessary)
- Special Needs Assistants (if applicable)

Level 3

Level 3 behaviours are the most serious violations, involving threats to the safety and well-being of others or engagement in illegal activities. These behaviours may result in suspension or expulsion.

Examples of Inappropriate behaviour:

- Repeated or severe instances of Level 2 behaviour.
- Physical violence or assault on another student or staff member.
- Serious bullying, including cyberbullying.
- Bringing dangerous objects or illegal substances to school.
- Threatening behaviour or speech that endangers others.
- Vandalism or destruction of school property.
- Participation in illegal activities.

Examples of Disciplinary Actions:

- Immediate suspension (up to three days) to ensure the safety of the school community.
- Emergency meeting with parents, the Principal, and possibly the Board of Management.
- Involvement of external authorities, such as An Garda Síochána, in cases of illegal activity.
- Possible recommendation for expulsion, depending on the severity of the behaviour.
- Loss of all privileges, including participation in school trips and extracurricular activities.

Examples of Restorative Practices:

- Development of a Safety Plan for the student if their behaviour poses ongoing risks.
- Involvement of external agencies, such as NEPS and professionals with the WCCDS for additional support.
- Regular check-ins with the Deputy Principal/Principal or designated staff to monitor the student's progress.

People Involved:

- Teacher
- Deputy Principal
- Principal
- Parents/Guardians
- External Support from outside agencies (if necessary)
- Special Needs Assistants (if applicable)

7. Supporting Students with Special Educational Needs

Scoil Mhuire agus Bharra recognises that students with special educational needs may require additional support to understand and follow behaviour expectations. Behaviour plans are tailored to their individual needs, developed in consultation with parents, teachers, and specialists. Strategies such as visual prompts, peer support, and personalised behaviour goals are used to help students succeed.

8. Suspension and Expulsion

Suspension and expulsion are considered as last-resort measures for managing serious or gross inappropriate behaviour. Before these sanctions are applied, the school engages in communication with parents and seeks to implement restorative practices. In cases where these strategies fail or the behaviour endangers the school community, the Board of Management may be involved in decisions regarding suspension or expulsion, in accordance with the Education Welfare Act 2000.

This Code of Behaviour is designed to support the development of each student, promoting responsibility, respect, and a safe learning environment at Scoil Mhuire agus Bharra. The school community—students, staff, and parents—works together to ensure these standards are upheld and that every student is supported in their academic and personal growth.

This Code of Behaviour was adopted by the Board of Management on 18.02.2025.

This Code of Behaviour was reviewed and updated by the Board of Management on 25.11.2025