



North Dublin Muslim National School

Ratoath Road

Dublin 7

Code of Behaviour

October 2018

Introduction

This policy has been reviewed by the Principal and the teaching staff in consultation with the Co-Managers. Having been ratified by the Co-Managers, it is being issued to you for your information as recommended by the Department of Education.

North Dublin Muslim National School acknowledge that the primary responsibility for the behaviour of the pupils rests with parents and guardians, and we appreciate the important role which parents and guardians play in supporting good standards of behaviour in school. Parents can co-operate with the school by encouraging pupils to abide by school rules. Parents are encouraged to visit the school by appointment to discuss incidents of pupil misbehaviour if requested to do so by the principal or teachers.

The school endeavours to ensure the individuality of each child attending the school is accommodated while acknowledging the right of each child to education in a relatively disruption free, safe environment.

The over-riding emphasis of the code is the encouragement of positive behaviour in children and the cultivation of mutual respect and tolerance. In the interests of good order and safety it is most important that clearly defined guidelines for behaviour be known and understood by all of our pupils and that pupils see parents and teachers engaged in cooperative enterprise on their behalf.

It is hoped that this code of behaviour and discipline will relate strongly to the Islamic ethos of the school. It will enable the children, with the help of their teachers, principal and parents, to uphold their Islamic values of respect and tolerance both for their peers and for others. It is hoped that these Islamic values will help to create a harmonious environment and a sense of cooperation between staff, parents and pupils. Pupils who find it difficult to accept classroom conditions or who do not develop self-control are said to present the school with discipline problems.

Guiding Principles

1. Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school will include the use of praise and rewards for good behaviour.
2. It will entail matching teaching and learning activities to the aptitudes of the pupils, and the use of effective techniques for motivating pupils and promoting positive behaviour will be implemented in each class.
3. The school endeavours to create a stimulating and happy environment for all pupils in which there is good order and approach to discipline.

Aims

- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment, where children can reach their full potential in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, whilst also recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and wellbeing of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and discipline and to seek their cooperation in the application of these procedures.
- To ensure the system of rules and rewards that are implemented are fair and consistent.

Expected Behaviour

A strong sense of community and cooperation is required if the code is to be implemented in a meaningful way. This means that certain things are expected from each section of the school community. While we are aware of our children's differences, there are some expectations we have from all children.

Expectations of pupils

- Each child is expected to be well behaved and show consideration of other pupils and adults in the school community.
- Each child is expected to show respect for the property of the school, their own belongings and the belongings of the school.
- Each child is expected to attend school on a regular basis and to be punctual.
- Each child is expected to do his/her best, both at school and while completing homework assignments.
- Each child is expected to follow the Golden Rules, in place in the school.

Expectations of parents

- Parents are earnestly requested to become familiar with the school's policy document in relation to discipline.
- Cooperate with the school with regard to the implementation of its policy on discipline.
- Communicate regularly with the school about factors likely to affect the behaviour of their child/children in school.
- To inform the school in writing using the supplied absence forms of any absences for their children and the reason for these absences.
- To ensure their children are on time for school each morning and are collected on time each afternoon.

Expectations of Staff

We recognise the important role that teachers play in the development of each child. As the behaviour of teachers and staff can easily influence pupils' behaviour, all staff have an opportunity to be positive role models.

Examples of how we can be role models:

- Showing all pupils and staff respect.
- Being fair and kind.
- Praising pupils for their efforts and improvements.
- Using appropriate tone of voice; speaking gently.
- Using strategies to control our emotions.
- Listening carefully to the children.
- Modelling honesty.
- Saying sorry if we make a mistake or treat somebody unkindly.
- If necessary, take time to calm down before dealing with an incident.

Expected behaviour of pupils in the yard before school

- Pupils to walk into the yard and line up immediately.

- When the bell rings, pupils should walk to their lines and stand quietly.
- Teachers to monitor all pupils in their line.
- Pupils to be encouraged to stay quiet when any teacher is talking to the whole school.

Expected behaviour of pupils in the school environment

- Respect for others is a basic rule.
- Verbal or physical abuse of other pupils is strictly forbidden.
- Bullying or intimidation of other pupils will not be tolerated and is always regarded as a serious matter.
- Pupils must show respect for school property.
- Chewing gum is not allowed.

Expected behaviour of pupils on the corridors

- Stay to one side on the corridors.
- In a line, pupils walk to a chosen spot and wait for the teacher before continuing.
- Whispering allowed, no shouting.
- Pupils must walk in a single file at all times.
- Pupils should keep their hands to themselves.
- No standing on pipes.
- Pupils should hold open doors.
- Pupils should give way to teachers and other adults.

Expected behaviour of pupils in the classroom

- Courtesy and respect are fundamental requirements in the classroom. Disrespectful behaviour towards other pupils or staff member e.g. cheek, insolence or disobedience cannot be tolerated.
- Behaviour problems are to some extent situation specific and because of this, teachers and parents do not always 'see' the same child.
- Pupils must respect the right of others to learn. Discipline is a matter for every pupil. A minority of disruptive pupils can adversely affect the educational progress of an entire class. Any behaviour that interferes with this right e.g. constant disruption of the class or persistent distracting of others is considered unacceptable behaviour. Pupils must cooperate with instructions given by the teacher.
- Each child is expected to go to their seat and leave their bag and coat in the designated location.
- Each child is expected to be ready for school, with all of his/her books, pencils etc.
- Each child is expected to show respect and consideration for their classmates at all times.
- Each child is expected to follow class rules.
- Each child should sit properly on chairs.
- Each child should hang up coats/hoodies/scarves etc.
- School bags should be placed under tables.
- Children should raise their hand before answering questions.
- Children should listen carefully and answer in a loud clear voice.
- Items which cause distraction should be left at home.
- Children should complete tasks set by teacher.
- Children should sit quietly without rocking on their chair.
- Children should show respect for other children and teachers.

Expected behaviour of pupils when the teacher leaves the classroom

- Children are expected to remain in their seats and adhere to all school rules, under the supervision of the neighbouring teacher.

Expected behaviour of pupils when a visitor is addressing the class

- Greet visitor and respond to visitor's greeting.
- Continue working while visitor talks to teacher.
- Listen attentively to visitor.
- Be courteous and do not interrupt.

Expected behaviour of pupils at break and lunch time

Indoor Breaks

- Pupils to remain in their seats unless the class teacher has allowed them to move before leaving the classroom.
- No sharing of lunches.
- Pupils to take all rubbish home with them.
- A maximum of one boy and one girl from each class to go to the toilet at the same time.

Outdoor Breaks

- Any behaviour which endangers oneself or others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing, tripping is forbidden.
- Pupils may not leave their designated play area for any reasons during breaks without the expressed permission of the supervising teacher; this includes re-entering the school building.
- Only one ball allowed in the yard.
- Pupils using utensils for eating must be seated.
- Pupils freeze when the first bell rings and walk to their lines when the second bell rings.
- No jawbreakers/ lollipops to be allowed in the yard, even on Fridays.
- Grass can only be used when dry.
- Pupils are not allowed behind the classroom prefab or leave the yard at any time.
- Pupils must inform the teacher on yard duty of any incidents which occurred during yard time. It is not the responsibility of class teachers to investigate incidents after yard time. The teacher on yard duty will note incidents in the incident folder.
- Pupils freeze when the bell is rung, and are called to their lines, one class at a time.

In the case of negative behaviour on the yard the following sanctions may be used, depending on the severity and frequency of the behaviour.

- Verbal warning.
- Child given a "time out" at the wall.
- Class teacher informed of behaviour.
- Child sent to Principal's office/parents contacted.

Expected behaviour of pupils in the toilets

- Only one boy and one girl from the same class to go to the toilet at the same time.
- One pupil allowed in the cubicle at the one time.
- Pupils are expected to leave the toilets in a clean, tidy state.
- Pupils should flush the toilet after use.
- Pupils should wash and dry their hands.
- Health and safety concerns should be reported to a staff member.
- Taps should be turned off.
- Paper should be put into the bins.
- Pupils should not stand on the cistern.

Expected behaviour of pupils while performing Wudu

- Each child is expected to perform Wudu in a responsible way.
- Limited numbers of children to perform Wudu at any one time. Pupils should follow their class wudu schedule and use only their designated toilet.

Expected behaviour of pupils during Prayer

- Each child is expected to behave in a responsible and reverent way while performing prayer.
- Each child should stay on their prayer mat.
- The teacher leading prayer selects a child to call Azan.
- Class teachers from 3rd, 4th, 5th and 6th classes to supervise the children throughout prayer time.
- In the case of negative behaviour during prayer time the following sanctions will be followed:
 1. Verbal warning is given by a supervising teacher.
 2. Child asked to leave the prayer mat. Teacher not to walk on the prayer mat or in front of children performing prayer.
 3. If negative behaviour continues, the class teacher or Religion teacher will send a note home informing the parents of the misbehaviour.
 4. If the negative behaviour continues the Principal will be informed and parents will be contacted.

Expected behaviour of pupils during a fire drill

- Leave the school silently in single file.
- Stay in the designated safe area.
- Know the exit you use when leaving the school.
- Do not bring any belongings or coats when leaving the school.
- Teachers to bring attendance folders only.

Expectations of pupils regarding the school uniform

- Children must wear school uniform on days where P.E. is not scheduled.
- Children should wear the school tracksuit and runners on specified P.E days.
- Pupils must wear school uniform on school outings unless otherwise specified.
- Letters should be sent to parents when pupils are in breach of the uniform rule.
- Should parents wish their daughters to wear hijabs, they should wear the plain navy school hijab.

Expected behaviour at activities taking place outside of school premises

- Children taking part in school related activities outside of the school premises, such as educational outings and sports events are required to act responsibly, to listen to and obey the instructions of teachers, supervisors and guides to be courteous to others and to respect property.
- School rules must be followed at all times.
- Failure to behave in an appropriate manner will result in a pupil being withdrawn from future outings.

Expectations of pupils during school sports

- Go to the toilet before going to the yard.
- Do not leave the designated area.
- Be ready to take part in your event.
- Listen to announcements.
- Be courteous to visitors.
- Place litter in a bin.
- Support competitors.
- Show sportsmanship.
- Walk to your line when the bell rings.
- Follow staff instructions.

Expectations of pupils during school trips

- Queue in an orderly manner as directed by the teacher.
- Be courteous to bus driver and tour guides.
- Remain seated on the bus and wear seat belts.
- Do not leave litter behind you. Place lunch leftovers and wrappings in your lunch box and bring them home.
- Stay with your group and never walk away from your class without permission.
- Show appreciation to performers and players when attending outings and matches.
- Follow the school's phone policy and Acceptable Use Policy

Expectations of pupils during school matches

- Take pride in representing the school.
- Show commitment.
- Be gracious in victory or defeat.
- Be courteous and thankful
- Respect the decisions of referees.
- Follow school rules for walking e.g. single file etc.

Expectations of pupils travelling to school by bus

- Pupils must wear their seatbelt and not remove it until they have reached their destination.
- Pupils should sit quietly on the bus and not distract the driver.
- Pupils should be respectful and polite towards others.
- Pupils should not complete their homework on the bus.
- Pupils should not leave the bus until their journey is complete.
- Pupils should sit in their allocated seat, where applicable.
- Pupils should carry their bus ticket when travelling on the bus.
- Pupils must provide their name and bus ticket to a bus driver or inspector when requested to do so.

Effective Classroom Management

Classroom layout

- Seating plans should be strategic so as to minimise potential misbehaviour.
- Any child who might be prone to misbehaving should be sitting in a position facing the teacher.
- Teachers should move around the room during the day.
- Clear routines should be established for different activities/ times during the day.

Praise and rewards

- Focus on efforts rather than accomplishments.
- Pupils should be encouraged to praise each other.
- Praise should be meaningful.
- Reinforce positive behaviour.
- Rewards should be consistent and fair.
- Good manners and expected behaviour should be modelled and praised.
- Teachers should be mindful of their tone of voice in their interactions with pupils.
- Taking an interest in the pupils' lives is encouraged.

Rules

- Each class should have positively phrased rules in place and displayed in the classroom.
- Pupils should be involved in setting the rules.
- The reasons behind the rules should be explained to pupils.
- Rules should be revised regularly.

Golden Rules

- Every school needs golden rules or school values to live by.
- The Golden Rules used in the North Dublin Muslim National School are specially developed for children as they encompass the key broad moral values.
- These rules are different from the classroom routines which help to organise the classroom, like putting away the scissors or lining up quietly.
- The moral values fall within the categories of being kind and helpful, honest, gentle, listen well, working hard and looking after property.
- The six Golden Rules are:
 1. We are gentle
 2. We are kind and helpful
 3. We listen
 4. We are honest
 5. We work hard
 6. We look after property
- The six golden rules and their accompanying posters are displayed in each classroom and along the corridors.
- Resources such as storybooks, teacher resource books, stickers, reward cards and puppets which accompany the Golden Rules are stored in the staffroom.

Strategies and rewards to promote positive behaviour

Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school will include the use of praise and rewards for good behaviour. It will entail matching the curriculum to the aptitudes of the pupils and the use of effective techniques for motivating pupils while promoting sound relationships between pupils and teachers.

Whole school Strategies

- Stars of the month
- Assembly homework pass
- Tidy classroom
- Golden Rules (See appendix)
- Assembly awards
- Attendance awards

Lunch time

- Fair play awards
- Play leaders / Resources

Class strategies

Teachers are free to choose from the following strategies:

- Class dojo
- Table points
- Group of the week
- Class jobs
- Golden time
- Smiley faces
- Kindest pupils
- Most mannerly pupil
- Praising desired behaviour in front of others
- Having smooth transitions between lessons
- Gaining everybody's attention before speaking
- Encouraging pupils to empathise with others
- Positive notes home to parents
- Pupil self-evaluation
- Line leaders
- Stickers
- Taking class teddy home
- Treat on Fridays
- Clear classroom routines
- Individual behaviour charts

Strategies to deal with misbehaviour

- Be consistent when applying rules and sanctions
- Review class rules regularly
- Explain the reasoning behind the rules
- Determine what triggers might have caused the behaviour
- Allow children time to calm down before dealing with an incident
- Redirect a child's attention when they are distracted
- Use of ABC analysis on child's behaviour
- Set small targets to improve concentration and behaviour
- Give a warning
- Remain calm
- Explain the consequences of actions
- Ignore low level attention seeking behaviour
- Avoid false praise
- Have a calm space in the classroom

Sanctions

Whilst our emphasis is on promoting and rewarding positive behaviour, there are times when we cannot ignore misbehaviour. To help teachers deal with incidents of misbehaviour effectively, we have decided to group our bank of sanctions into minor incidents and major incidents. Where there are repeated minor incidents, sanctions for major incidents may be utilised.

A. Minor Incidents

Examples of minor incidents include the following:

- Shouting out
- Disrupting other children
- Failing to follow instructions
- Failing to stay in their allocated seat/ place
- Continually off task
- Being unkind
- Failing to follow the Golden Rules
- Failing to follow class rules
- Being disrespectful towards property
- Making noises eg whistling, humming etc
- Disruptive fidgeting
- Not respecting personal space or touching inappropriately

Minor incidents are dealt with using the following three step process: warning, in-class time out and temporary removal from classroom. A chart displaying the three stages can be used as a visual reminder to pupils.

Stage 1: Warning

- A warning is issued to the pupil informing them of the consequences of continuing to misbehave.
- If the pupil's behaviour improves, no further action is taken, however if there is no improvement then the teacher can move onto stage 2.

Stage 2: In-class separation

- Pupils are removed from the lesson and must sit at the thinking table in their classroom.
- A thinking sheet (see appendices A and B) is given to the pupils to complete while at the table.
- Teachers can decide when to allow the pupils to re-join the class.
- Before re-joining their classmates, the teacher should talk to the pupil to ensure that they understand how they misbehaved and how they can improve their behaviour in the future.
- If there is an improvement when the pupil re-joins their classmates, no further action is taken, however if there is no improvement then the teacher can move onto stage 3.

Stage 3: Temporary removal from classroom

- Pupils are removed from their classroom and sent to another classroom (see information folder for current year's partner classes).
- All classes have partner classrooms to avoid certain classes/teachers being inundated with pupils from other classes.
- Pupils should be given work to complete when removed from the class.

- The length of the removal should be decided and the partner teacher informed.
- Another pupil should accompany the child to the partner class.

B. Major Incidents

Examples of major incidents include the following:

- Hitting
- Kicking
- Spitting
- Swearing
- Biting
- Stealing
- Damage to school property
- Leaving the classroom, school building or school grounds without permission
- Refusing a member of staff after three requests

Please note

Incidents of bullying, while classed as major incidents, are dealt with using the procedures outlined in the school's Anti-Bullying policy.

Major incidents are dealt with using the following bank of sanctions

- Loss of rewards
- Note in homework journal
- Letter posted home
- Phone call to parents
- Meeting with parents
- Removal of trip/outing
- 10 minute loss of lunchtime for Junior/Senior Infants
- Afternoon detention for Junior/Senior Infants who travel by bus (only in exceptional circumstances after consultation with the principal), see appendix D.
- Friday afternoon loss of Golden Time for First to Sixth Class – time spent with Principal
- Lunchtime loss for First to Sixth Class (only in exceptional circumstances after consultation with the principal).
- Suspension
- Expulsion

Before resorting to serious sanctions e.g. suspension or expulsion, the normal channels of communication between school and parents will be utilised. Communication with parents will be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension will be considered. The parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher will be regarded as serious or gross misbehaviour, depending on the circumstances.

Where there are repeated instances of serious misbehaviour, the Co-Managers will be informed and the parents will be requested in writing to attend the school to meet the principal. Should the behaviour continue beyond this, the pupil may be suspended for a period. Suspension will be in accordance with chapters 10 to 12 of *Developing Codes of Behaviour: Guidelines for Schools*.

In the case of gross misbehaviour the Co-Managers or the Principal may sanction an immediate suspension, pending a discussion of the matter with the parents.

After being suspended, a pupil will not be allowed to return to class without first meeting with the Principal. Acknowledgement of their error and a willingness to learn from their mistakes will be expected.

Expulsion may be considered in an extreme case in accordance with Rule 130-6(Amended as per circular 7/88). Before expelling a pupil the Co-managers shall notify the Local Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Success criteria

The success of the policy will depend on:

- Staff commitment to implement the policy in a consistent manner.
- Pupil familiarity with the code.
- Vigilant supervision.

Implementation and review

The Co-Managers, Principal, and teaching staff will be responsible for implementing this policy in the school. The policy will be implemented from September 2015. There will be on-going monitoring of the procedures outlined above. This policy will be reviewed in 2017 or sooner if required.

Ratification and Communication

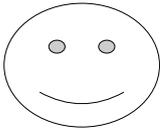
This reviewed policy was ratified by the Co-Managers in 2018/2019. A copy of the ratified policy is to staff on the shared drive. This policy can also be viewed on the school website and in the office, by appointment.

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Appendix A

	<p>Time Out Thinking Sheet</p>	
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Please draw or write.

<p>Name:</p>	<p>Class:</p>
<p>Date:</p>	
<p>What I did:</p>	
<p>How I feel:</p>	
<p>Why it was a bad choice:</p>	
<p>What I can do now:</p>	

Appendix B

Time to reflect and think

Name:	Class:
Date:	
What rule did I choose to break: Please tick	
<ul style="list-style-type: none">• Do be gentle, don't hurt anyone.• Do be kind and helpful, don't hurt people's feelings.• Do be honest, don't cover up the truth.• Do work hard, don't waste time.• Do look after property, don't waste or damage things.• Do listen to people, don't interrupt.	
What happened? What did you do?	
What did the other person/people do?	
How could I have stopped this happening?	
What do I need to do now?	