**THE SCHOOL RULES, CODE OF DISCIPLINE & CODE OF CONDUCT POLICY FOR DUNHILL NATIONAL SCHOOL**

**SCHOOL RULES**

1. The hours of attendance for all pupils at Dunhill National School are 9.20 a.m. to 3 p.m. with mid-day and lunch breaks from 11 a.m. to 11.10 a.m. and 12.30 p.m. to

1 p.m. respectively. Pupils are to respect punctually, these times.

2. During lunch break time, once pupils have used the toilet facilities and changed into their outdoor shoes, they must immediately proceed to the school yard there to remain until the bell, unless they receive permission from a teacher on duty to return to the school building. On wet days children will remain indoors.

3. Pupils are to show respect to all members of school staff and to obey at all times any directions given by the school staff and external coaches.

4. Pupils are expected to wear full school uniform. School tracksuits are only to be worn on P.E. day (Wednesday) or when advised by the teacher.

5. Pupils who use the school bus must do so pursuant to the rules of Bus Eireann and of the Bus Driver and behave themselves at all times in a courteous fashion while on the bus.

6. Pupils are to respect the property of the school, of the staff and of the other pupils and make good any damage caused thereto.

7. Pupils are to respect the school grounds and all trees, plants and flowers thereon and the grounds must be kept litter free.

8. Bullying, harassment, bad language, physical force, fighting etc. will not be tolerated within the confines of Dunhill N.S. Pupils who are guilty of such offences will be dealt with in accordance with the Code of Discipline and the Anti-Bullying Policy..

9. There is to be no littering anywhere within the confines of the school. In particular the radiators and presses of the G.P. Room are not to be used as bins. Food that has not been consumed is to be placed into a bin and the school is to be kept clean and tidy.

10. The back door of the school is the entrance and exit door for pupils.

11. Running by the pupils in the school corridors and classrooms and other such dangerous behaviour is strictly forbidden.

12. A written note from a parent or guardian of a pupil is required in the following circumstances:

A - To explain the absence of a pupil from school for any period of time or for any reason.

B - The failure for any reason of a pupil to complete homework.

C - When a request is made for a pupil to stay indoors during break time, provided

they have a medical reason for doing so.

D - To explain why the school uniform or tracksuit (on P.E. days) is not worn.

E - To explain why a pupil is unable to partake in a school activity e.g. swimming,

games, school tour etc.

F - To explain why it is necessary for a pupil to leave the school premises during

school hours for whatever reason.

13. - Pupils should bring a sensible nutritious lunch. Wednesday is Healthy Lunch Day in the school.

14. - Rough and violent behaviour, kicking, hitting, spitting etc. is strictly forbidden in the school yard. When the bell is rung the children are to line up quietly into their class lines and stand in a mannerly fashion until they are told to proceed to their classroom.

15. - (a) All Parents/Guardians are to furnish the school with two contact numbers in the case of accident or illness.

(b) In the event of a child needing urgent medical attention and the Parents or Guardians not being contactable a staff member will bring the child/children to a doctor or a hospital.

(c) In the event of a parent being notified of a child’s sickness, the child must be collected promptly.

16. - All indoor shoes, clothing, lunch boxes etc. should be clearly labelled with the pupil’s name (where possible) for identification purposes.

17. - All Junior and Senior Infants must be collected punctually at the school at 2p.m.

18. - The school will not accept responsibility for

(a) Personal belongings left behind or misplaced by pupils.

(b) Damage or loss caused to indoor shoes, clothing or any property whatsoever belonging to the pupils or their Parents/Guardians.

19. - To avoid disruption to class, Parents who wish to meet a teacher must make an appointment.

20. - Book Rental (This section applies to those children who avail of our Book Rental Scheme)

The following are the rules for the Book Rental Scheme

(a) A cover must be put on all books and the child’s name is only to be put on these

covers.

(b) The books are not to be written on, coloured on, torn, marked, etc.

(c) If a book is lost or damaged then it has to be replaced by the parents.

(d) All books must be returned at the end of the year in good condition.

We thank you for your help in making this scheme a success.

21 – Pupils are not allowed on the school grounds before 9.10am and after 3.10pm. Pupils are particularly not allowed in the schoolyard before 9.10am.

**THE CODE OF DISCIPLINE**

**Mission Statement :**

Dunhill N.S. is a Catholic School which aims to nurture and cherish the uniqueness of each individual and to develop and protect each pupil’s right to a full and wholesome education.

**Aims:**

**1** - To foster the virtues of truth, justice, honesty and obedience.

**2** - To ensure that all children are given a fair and reasonable chance to learn and develop their individual talents.

**3** - To ensure to the best of our ability that every child can work and play in a safe and happy environment with as little risk of hurt, injury or harm as possible.

**4** - That every effort be made to ensure that the Code of Discipline is implemented in a reasonable, fair and consistent manner.

**Key Players:**

(a)  **PUPILS:**

Pupils must be informed by the Principal and the Teachers of the rules and Code of Discipline operating in the school.

(b) **PARENTS:**

All Parents must be informed of the rules and Code of Discipline operating in the school.

(c) **STAFF:**

The staff, responsible for the day to day running of the school, must be unanimous in their interpretation of what are serious breaches of the School Rules and the Code of Discipline which would affect the aims above.

(d) **BOARD OF DISCIPLINE:**

A Board of Discipline exists in Dunhill N.S. comprising of the Chairman of the Board of Management, the Principal and the Teacher’s Representative on the Board of Management.

The Board shall meet:

(i) when it is deemed that a child, who has already received an Orange Card, has committed another Major Breach of the Code of Conduct.

(ii) in the case of pupils who are continuously infringing the Major Breaches of the school’s Code of Discipline.

(iii) when the Principal or the acting Principal deems an incident serious enough to require consultation with the Board of Discipline.

(e) **BOARD OF MANAGEMENT:**

The B.O.M. must have knowledge of the School Rules and the Code of Discipline.

**School Day:**

1 - The staff is responsible for enforcing the Code of Discipline within the school environment each day and the pupils must be quite clear as to what is expected of them.

2 - Any breaches of discipline shall be regarded as serious if they affect the right of others to learn, if they constitute safety hazards, or if they result in bodily or emotional harm.

**Behaviour:**

(a) There needs to be good order and discipline to create an atmosphere conducive to learning. Behaviour in class is very important. Children are expected to be attentive obedient and pleasant in class, to have respect for authority and for each other and to do tasks assigned to them by the teacher.

(b) Each class is allocated a section of the playground to play in. Rough behaviour, fighting, bullying, use of bad language etc. will not be accepted.

(c) In order to create a positive learning attitude in the classroom and a friendly atmosphere in the playground, we try to focus on praising children and not concentrate on their shortcomings and mistakes. A reward system for good behaviour may be in the form of gold stars/ stamps/ merit awards (including red marks for good behaviour and good work) or special treats.

**MINOR BREACHES OF THE CODE OF DISCIPLINE**

The following are examples of Minor Breaches - telling lies, using bad language, talking out of turn, wearing of outdoor shoes around the school, littering, pushing, answering back, not using the correct door when entering/exiting the school, homework not done etc.

When a child misbehaves in such a manner in the school, the following responses are commonly used.

(a) Verbal reprimand by teacher.

(b) Temporary separation from peers within the classroom.

(c) Loss of privileges (including forfeiting playtime within the environs of the yard)

(d) Extra written work or homework at the weekend.

(e) Persistent disruptive behaviour or continuous contravention of the Minor Breaches of the Code of Discipline can result in:

(i) the Principal being informed.

(ii) a note home to the Parents/Guardians.

(iii) a meeting with Parents/Guardians and the Class Teacher.

(iv) the child being sent to the Principal.

If at this stage there is no improvement in the child’s behaviour, then it will be deemed to be a Major Breach of the school’s Code of Discipline.

**MAJOR BREACHES OF THE CODE OF DISCIPLINE**

The following are examples of Major Breaches - bullying, stealing, threatening or violent behaviour towards a teacher/member of school staff/coaches or another pupil, spitting at a teacher or a pupil, graffiti, damaging school property (breaking desks, chairs, windows etc.), prolonged incidents of Minor Breaches of the Code of Discipline.

**In the case of Major Breaches of Conduct the Principal will keep a record of the child’s indiscretions in the school’s Code of Discipline Book.**

**Dealing with Major Breaches of the Code of Discipline.**

Dunhill N.S. operates a “Card” System.

Major Breaches of discipline will see the Principal/Acting Principal issue a Yellow Card for the first indiscretion, an Orange Card for the second and a Red Card for the third.

**1** - On receipt of a **Yellow Card** by the Principal or Acting Principal the Parents/Guardians of the pupil will be notified by a standard letter to be signed and returned. Parents /Guardians may be requested to meet with the Principal, class teacher or school authorities in certain cases.

**2** - On receipt of an **Orange Card** the Parents/Guardians will be requested to come to the school to discuss the problem with the Principal and Class Teacher or school authorities. They will be informed that any further serious breaches of discipline will result in immediate suspension.

**3** - On receipt of a **Red Card** the child will be suspended immediately for a period of time determined by the Board of Discipline.

Any further breaches will result in immediate suspension and possible expulsion pending a Board of Management decision.

The Board of Discipline, depending on the seriousness of the case, may decide as to whether a yellow or orange or a red card should be issued.

The Board of Management will be informed of all suspensions.

In certain cases the Board of Management can expel a pupil.

The school also reserves the right to report issues to the appropriate authorities.

This Disciplinary System will apply from September 1st to June 30th each year i.e. Disciplinary Cards will not be carried forward into a new school year.

**CODE OF CONDUCT FOR TEACHERS**

***Professional Values and Relationships***

Teachers should:

1.1. be caring, fair and committed to the best interests of the pupils/students entrusted to their

care, and seek to motivate, inspire and celebrate effort and success

1.2. acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development

1.3. be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.

1.4. seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement

1.5. work to establish and maintain a culture of mutual trust and respect in their schools.

***2. Professional Integrity***

Teachers should:

2.1. act with honesty and integrity in all aspects of their work

2.2. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual

2.3. represent themselves, their professional status, qualifications and experience honestly

2.4. use their name/names as set out in the Register of Teachers, in the course of their professional duties

2.5. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.

***3. Professional Conduct***

Teachers should:

3.1. uphold the reputation and standing of the profession

3.2. take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare

3.3. work within the framework of relevant legislation and regulations

3.4. comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection

3.5. report, where appropriate, incidents or matters which impact on pupil/student welfare

3.6. communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect

3.7. ensure that any communication with pupils/students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites

3.8. ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format

3.9. ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format

3.10 ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

***4. Professional Practice***

Teachers should:

4.1. maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback

4.2. apply their knowledge and experience in facilitating pupils’/students’ holistic development

4.3. plan and communicate clear, challenging and achievable expectations for pupils/students

4.4. create an environment where pupils/students can become active agents in the learning process and develop lifelong learning skills

4.5. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/students

4.6. inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation

4.7. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance

4.8. act in the best interest of pupils/students.

***5. Professional Development***

Teachers should:

5.1. take personal responsibility for sustaining and improving the quality of their professional practice by:

• actively maintaining their professional knowledge and understanding to ensure it is current

• reflecting on and critically evaluating their professional practice, in light of their professional knowledge base

• availing of opportunities for career-long professional development.

***6. Professional Collegiality and Collaboration***

Teachers should:

6.1. work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students

6.2. work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students

6.3. cooperate with the Inspectorate of the Department of Education and Science and other statutory and public non-statutory educational and support services, as appropriate

6.4. engage with the planning, implementation and evaluation of curriculum at classroom and school level

**CODE OF CONDUCT FOR PARENTS**

***Parents are expected to:***

• Ensure their children attend school and are punctual

• Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform

• Be courteous and respectful towards pupils and staff at all times

• Make an appointment to meet with a teacher/the Principal through the office

• Respect school property and encourage their children to do the same

• Label pupils coats and other personal property

• Strictly supervise pre-school children, when in the school.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person’s child on the school premises.

**CODE OF CONDUCT & ETHICS POLICY FOR ALL COACHING**

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It is important that all pupils are valued and always treated with the highest level of respect. Their personal dignity and physical integrity are paramount and participation in sport/Dance should enable them to have fun, make friends and become better players.

In this document we will categorise Sporting Coaches, Dance, Drama and Music Teachers under the umbrella term – Coaches.

All external coaches are to be vetted via An Garda Síochána Vetting Unit.

When an external coach is coaching in the school a teacher will be present at all times.

Coaches need to be properly qualified with the latest coaching knowledge and skills. They must have at least the basic coaching qualifications in the activity they coach.

**In promoting good practice and creating a child centered approach, coaches should:**

- Act as good role models.

- Encourage and be positive during coaching sessions so that pupils leave with a sense of achievement.

- Ensure that games, activities and equipment are customised to suit the needs of those involved in terms of age, ability, experience and maturity and to also allow for those with Special Needs.

- Ensure that pupils are properly & safely attired.

- Set challenging, realistic but achievable goals.

- Plan and prepare each coaching session appropriately.

- Ensure that all activities are inclusive and allow all players to participate in an enjoyable way.

- Put the welfare and enjoyment of pupils first.

- Be aware of the development stages and needs of pupils.

- Enforce the Principles of Fair play treating each pupil equally, with dignity and respect and ensure that all pupils play within the rules.

- Coaches should encourage participation which should be used to help pupils to develop:

- Physically – by acquiring basic playing techniques, improving physical fitness and developing lifetime health habits.

- Psychologically – by learning to control emotions and develop a sense of confidence in their own ability – technical, tactical, physical

- Socially and Morally – by learning to combine with team-mates, play by the rules and respect team mentors and match officials.

As stated previously all coaches should employ the “Fair Play” methods when coaching. This entails encouraging children to show respect for themselves, their fellow pupils, opponents, coaches and officials.

They should encourage players to learn from mistakes and encourage them to risk error to learn.

All students should be treated equally.

**Coaches should never:**

- Exert undue influence over a participant in order to obtain personal benefit or reward.

- Engage in rough physical games, sexually provocative games or allow or engage in inappropriate touching of any kind, and/or make sexually suggestive comments about or at a child.

- Shout at/ lecture players or reprimand/ridicule them when they make a mistake.

- Use any form of corporal punishment or physical force on a young person.

- act towards or speak to another person in a manner or engages in any other conduct which threatens, disparages, vilifies or insults another person on the basis of that person’s race, religion, colour, descent, national, ethnic or socio-economic background.

Most coaches work in an environment where it is recognised that, in a sporting context, certain types of coaching requires a ‘hands on approach’ i.e., it may be necessary to support a participant in order to physically demonstrate a particular technique. This should only occur when necessary and in an open and appropriate way with the knowledge, permission and full understanding of the pupil concerned. A coach should never be involved in coaching an individual child without either another pupil or adult being present.

**Safety**

- Coaches have a responsibility to ensure the safety of all the pupils as far as possible within the limits of their control.

- They should create a safe and enjoyable environment in which to play or train.

- Regular safety checks should be carried out on equipment used.

- Appropriate safety rules should be adopted and implemented.

- A First-Aid Kit should be available.

- Parents/Guardians should be notified of injuries which their children incur while participating in a particular activity.

Coaches who have been found to have breached the Code of Ethics may be removed from their coaching position by the school authorities.

Any Coach who has a concern about a child’s welfare or who suspects that a child is being abused or is at risk of abuse has a responsibility to report their concerns to the School Principal. The Principal is the Designated Liaison Person in the school and will deal with all reports appropriately and in keeping with school policy.

All Coaches will be given this policy (or updates of) once they begin coaching in the school.