

St. Joseph's National School



Code of Behaviour

Introductory Statement

Under section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students. It was revised in September 2016 by the staff, Board of Management and Parents Association. This Code of Behaviour will apply while on school grounds, school tours and any other school-linked activities.

School Ethos

- To assist each child to develop the skills to reach his/her own full potential.
- To provide a school environment where each child is happy and content.
- To make them aware and proud of Christian values and of their Irish heritage.
- To develop their social and communication skills.
- To develop their civic spirit and their understanding of and respect for the environment.
- The Catholic vision of education is a vision for life. It is rooted in faith as it always has been taking its inspiration from the person and the teaching of Christ.

Aims of policy

A positive behaviour management approach will be used to promote positive behaviour and reduce inappropriate behaviour by rewarding the positive rather than the focus being on punishing the negative. This approach is based on the premise that behaviour that is rewarded is behaviour that will be repeated. This policy aims to:

- creating a climate that encourages and reinforces good behaviour
- creating a positive and safe environment for teaching and learning
- encouraging students to take personal responsibility for their learning and their behaviour
- helping young people to mature into responsible participating citizens
- building positive relationships of mutual respect and mutual support among students, staff and parents
- ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood

School's duty of care

At the centre of our school's Code of Discipline is an anti-bullying ethos which focuses on respect for the individual. It is an important element of school policy to raise awareness of bullying as a form of unacceptable behaviour. The school should ensure that, in applying any sanction, the duty of care to the student is maintained. The teacher's duty of care is a professional duty of care, reflecting the teacher's training, skill and knowledge. This duty requires, for example, that a student is appropriately supervised at all times while at school. Appropriate arrangements must also be made to ensure that child protection guidelines are observed.

Students have basic rights as learners:

- The right to have teachers who help them develop by helping them limit self-destructive and inappropriate behaviour
- The right to choose how to behave with advance knowledge of the consequences that will logically and certainly follow
- The right to feel safe and secure; to have an opinion; to know the boundaries; to make mistakes; to have time to talk, listen, think, work; to be valued for my efforts

Class Rules and Routines

Each teacher is responsible for drawing up the class rules. Older children will have input in drawing up rules with the class teacher around areas such as:

- communication
- learning
- movement
- treatment of others
- safety and the environment.

Classroom activities which require the establishment of routines or procedures include:

- greetings and farewells
- entering and exiting the classroom and moving within the school
- starting lessons and active listening
- finishing lessons and preparing for transitions
- getting materials
- asking for assistance and getting teacher attention
- extension tasks for early finishers
- eating lunch and tidying up
- expressing concerns and dealing with conflict
- procedures for school outings

Golden Rules

These rules apply in general around the school and are displayed in the school corridor.

- We are gentle
- We are kind and helpful
- We listen
- We work hard
- We look after property

Yard Rules

The teacher on yard is in charge and is responsible for writing up any reports regarding incidents or accidents. The teacher is also responsible for writing notes in diaries with regards to the above.

- Children will play fairly and not get involved in kicking, fighting, punching, or other forms of rough play
- Children will not go into any out of bounds areas
- Children will follow instructions from all members of staff, teachers, sna's, the care taker and secretary
- Children will not take part in teasing or name calling
- Children will ask the teacher on yard for permission to enter the building
- When the bell rings, playtime is over and children must make their way to the line.
- Children will line up and remain in the line quietly until brought in by the teacher
- Children will not play football, ball sports or cycle on the yard before school begins
- Children will not run or play ball sports on a wet day

Strategies to affirm and promote good behaviour

Some of the strategies below can be used by teachers to encourage and promote good behaviour include:

- catch them being good and acknowledge success
- use of positive language
- positive everyday interactions between teachers and students
- clear boundaries and rules for students
- helping students themselves to recognise and affirm good learning behaviour
- recognising and giving positive feedback about behaviour
- exploring with students how people should treat each other
- involving students in the preparation of the school and classroom rules
- use of class notice board
- buddy system for new students
- leadership opportunities for students

Use of reward systems

Reward systems may be part of an overall school or class strategy, or may form part of a planned intervention to help an individual student to manage their own behaviour. The school community should consider and agree any use of reward systems.

Rewards for students with special needs should take account of their particular learning style. In the case of students with a sensory disability, the reward should be communicated in ways that take account of that.

For all students, and especially those with learning difficulties, reward will have an impact when it is closely linked in time to the behaviour that is being rewarded. A combination of individual and whole-class reward systems can work very effectively. This encourages both a positive group atmosphere and individual achievement.

Examples of individual or class rewards

- Examples of work and achievements displayed around the classroom and school
- Pupils will be referred to the principal for excellent work, effort or improvement
- Award of merit stickers, stamps, class dojo points, homework passes, extra computer time, lucky dip, golden time
- Use of happy grams or positive notes or phone call home
- First in the line
- Extra time on preferred activity
- Homework pass or computer pass
- Golden Time

Students with special educational needs

- Students with special educational needs may require help to understand and observe the code.
- Students with learning difficulties may need to be taught how to relate cause and effects of behaviour in more tangible ways, for example through pictures, film or role-play.

Use of restorative practice to resolve conflict amongst children

Six Stages in Restorative Practice

1. Engagement – invite those involved into a dialogue
2. Reflection - encourage thoughtfulness and empathy
3. Understanding - how people have been affected
4. Acknowledgement - of the harm done and possibly an apology
5. Agreement – make a plan to fix things
6. Arrange – to follow up

Questions to ask offender	Questions to ask harmed
What happened?	What did you think when you realised what happened?
What were you thinking at the time?	What impact has this had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected? In what way?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	

Parental Involvement

Parents can make an appointment to discuss any problems with the class teacher or principal teacher. Parental understanding and support for the implementation of the code of behaviour should be strengthened through activities such as:

- encouraging parents to share information about anything that might affect a student's behaviour in school
- early warning systems to alert parents to concerns about a student's behaviour, so that ways of helping the student can be discussed and agreed
- clear channels through which parents can communicate any concerns they may have about a student, and explore ways of helping the student
- parental involvement in reviewing and planning school policies, as part of school development planning

Procedures for raising a concern or bringing a complaint about behaviour matter

Anyone who complains about discrimination, harassment or sexual harassment should not be victimised for speaking out. The school should seek resolution as early as possible and as close as possible to the origin of the problem. Parents should first contact the class teacher to discuss any concerns with regards to any behaviour matters. The principal or deputy principal should then be contacted should the matter not be resolved to satisfaction.

Strategies for dealing with inappropriate behaviour

Each teacher will adopt the strategy that works best for the child and the situation. Steps may be skipped depending on the situation.

Examples of inappropriate behaviour:

Not listening in class	Regular misbehaviour in class
Poor care of books/copies	Persistent interruption
Incomplete or untidy homework	Abuse/Damage of school property
Rough/Dangerous play	Abuse/Damage to pupil's property
Rude attitude to member of staff	Throwing papers in class
Misbehaving in class line	Chewing gum/eating in class
Making false allegations against another child	Use of mobile phones

Step 1

- Tactically ignore the behaviour
- Focus on the primary behaviour
- Use non-verbal cues
- Assertive communication
- Use positive cueing
- Use proximity control
- Quiet word of correction
- Reminder of class rules
- Say the rule

Step 2

- Change of position in class or temporary removal from class to another class
- Withdrawal of privileges
- Break time detention
- Prescribing additional work

Step 3

- Note in journal

Step 4

- Referral to Principal
- Child fills in a class contract.

Step 5

- If the problem persists, meet with parents and Teacher.
- Child is not permitted to participate in extra-curricular activities or trips

Step 6

- Meet with parents, teacher and Principal.

Step 7

- Use of an Individual Behaviour Plan
- Referral for assessment if appropriate

Step 8

- Internal suspension is when a pupil is removed from his/her base class for a period of up to three school days. This is activated when Steps 1-7 are exhausted or when serious misbehaviour occurs. Parents will be informed.
- A formal warning may be issued to impose a suspension in the event of continuous unacceptable behaviour.

Step 9

The Principal in consultation with the BOM may impose a period of suspension (1-3 days) in the event of:

- Continuous unacceptable behaviour
- Aggressive, threatening or violent behaviour towards a member of staff/pupil
- False allegations made against a teacher/pupil

If previous stages are exhausted or there is a single incident of gross misbehaviour the Principal may impose an immediate suspension or request a meeting with the parents. If considered warranted the Principal reserves the right to suspend the pupil for 1-3 days initially. This power of suspension is delegated to the principal by the school Board of Management.

In certain circumstances the Principal with the approval of their Chairperson of the BoM may suspend a pupil for 5 school days

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.

Appeal

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

Step 10 – Expulsion

This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

Grounds for Expulsion

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil responsible for serious damage to property.
- Stealing
- Serious damage to property
- Serious false allegations made against a teacher/pupil

Automatic Expulsion

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Possession of illegal drugs
3. Supplying illegal drugs to other pupils in the school
4. Actual violence or physical assault
5. Serious threat of violence against another pupil or member of staff

Procedures in Respect to Expulsion

1. Detail investigation by school Principal
2. Recommendation by Principal to BoM
3. BoM considers Principal's recommendation and holds hearing
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations
8. Confirmation of decision.

Teaching the Code

- referring to the code in class on a regular basis and applying the values in every class
- clarifying students' understanding of expected behaviours
- discussing appropriate and inappropriate behaviour with students
- learning and teaching the rules and developing lesson plans for each rule
- using the Social, Personal and Health Education programme as a vehicle for teaching skills for responsible behaviour and relationships

Roles and Responsibility

In school management

Implementation Date

September 2016

Ratification & Communication

State when the BOM officially ratified the policy. Make provision for the circulation of the ratified policy. Provide the policy to all new applicants on enrolment.

Review date

September 2017

Class Contract

Date:

I will do my best to:

1. _____
2. _____
3. _____

Signed by:

_____ Pupil
_____ Parent
_____ Teacher
_____ Principal

Individual Behaviour Plan

Name:

Class:

Date:

Review Date:

Behaviour Target

What child already does well:

Required behaviour from child to meet target

Teacher Strategies:

Evidence of improvement:

Rewards

Sanctions

Signed by: Pupil

Principal

Parent(s)

Step 1

- Tactically ignore the behaviour Focus on the primary behaviour
- Use non-verbal cues Assertive communication
- Use positive cueing Use proximity control
- Quiet word of correction Reminder of class rules

Step 2

- Temporary removal from class to another class
- Withdrawal of privileges Break time detention Prescribing additional work

Step 3

- Note in journal

Step 4

- Referral to Principal Class contract

Step 5

- Meet with parents and teacher
- Child is not permitted to participate in extra-curricular activities or trips

Step 6

- Meet with parents, Teacher and Principal

Step 7

- Use of an Individual Behaviour Plan
- Referral for assessment if appropriate

Step 8

- Internal suspension
- Formal warning regarding suspension

Step 9

- Suspension

Step 10

- Expulsion