

Scoil Mhuire Allenwood



Code of Positive Behaviour

SCOIL MHUIRE ALLENWOOD

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Scoil Mhuire* has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school.
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards.
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned.
5. The school's Anti-Bullying Policy.

We aim to ensure that there is a concentration on the positive behavioural expectations of pupils, but there is a requirement that parents should make all reasonable efforts to ensure compliance by a child with a code of behaviour. To supplement this outcome, the Education Act (1998) states that the principal and teachers have responsibility for the instruction provided to students and for the education and personal development of pupils.

The Code of Behaviour has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

POLICY FORMULATION

In formulating this policy the Board of Management in consultation with the staff completed the following steps;

- i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and define the class rules in consultation with the children.

- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalised draft of the policy was submitted for the approval of the Board of Management.

ETHOS

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. We aim to have a positive school ethos based on the quality of the relationships within the school community. This ethos permeates all the activities within the school and helps in forming a strong sense of social cohesion within the school.

AIMS & OBJECTIVES OF THE CODE

The following are the aims of our code of behaviour:-

- Respect
- Fairness
- Inclusion
- The importance of listening to all members of the school community
- To encourage and recognise good behaviour
- State clearly the sanctions for unacceptable behaviour
- Rules should be applied by all with consistency and fairness
- To develop pupils' self-esteem
- To promote positive behaviour and in doing so foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance for others
- To facilitate the education and development of every child
- To promote a caring attitude to one another and to the environment
- To enable teachers to teach and children to learn without disruption
- To recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour.
- To ensure the safety of all.

STANDARDS OF BEHAVIOUR

Board of Management

The Board of Management has a role to play in the maintenance of desirable standards of behaviour in a school as it encourages parents to become involved in the process of drawing up a code of behaviour and in supporting its implementation. It aims to be supportive of the teachers in the application of the code of behaviour.

Teachers/Staff

It is the responsibility of the Principal to ensure that a school's code of behaviour is administered in a manner which is consistent and fair. The leadership of principal, deputy principal and other post holders has a crucial bearing on the development of a

sense of collective responsibility among all teaching staff and a sense of commitment to the school among parents and pupils. The rationale for the code was discussed with the pupils, and the code of behaviour is taught to all classes from Infants to 6th class at the beginning of the school year. A copy of the Code is made available to all long/short term substitute teachers and SNA's.

Each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of each school term and throughout the year.
- Ensure rules are displayed in the classroom.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

Parents/Guardians

Parents play a crucial role in shaping the attitudes which produce good behaviour in school. Parents are made aware of the aims, values and behavioural requirements of the school on enrolment. On enrolment all parents are presented with our Code of Positive Behaviour. Parents and pupils must accept the Code by signing an agreement of acceptance section. On induction day the Principal/Deputy Principal will attend the meeting and address our Code of Positive Behaviour.

Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

Before/After school:

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.20a.m. or after the official closing time of 2.00p.m. (infants) 3.00p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Pupils

It is recognised that a minority of pupils have difficulties in complying with the requirements of the code of behaviour and, in those instances, behaviour management plans are necessary so that continued attempts are made to teach the type of behaviour which is required of those pupil

General Behaviour

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of, the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework.

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- value – school property and the belongings of fellow pupils.
- follow – the direction of his/her teacher
- obtain – his/her teachers permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom.

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- walk – to and from the playground
- queue – in an orderly manner to use playground equipment
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling and bullying

Behaviour in other School Areas

Each pupil is expected to:

- walk quietly – in the school corridors

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times

- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

PROMOTING POSITIVE BEHAVIOUR

The balance between rewards and sanctions is necessary to maintain good standards of behaviour. The ideal is where rewards are intrinsic and virtue is its own reward.

As a general rule the school will endeavor to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

A reward scheme for promoting positive behaviour will be used. Such rewards will include;

- 'Congratulations' and 'Good News' postcards sent to parent(s)/guardian(s)
- Special privileges
- Student of the Month Awards
- Principal's Awards
- Golden Time
- Homework Pass

It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour. We have our own set of graded sanctions suited to its particular needs and circumstances. These contain a degree of flexibility to take account of individual circumstances.

RIGHTS AND RESPONSIBILITIES

Board of Management

The Board of Management has a duty of care for the children attending the school and are fully aware of its obligations towards all members of the school community under the Safety, Health and Welfare at Work Act (1989).

In this regard, a board of management has a responsibility to ensure that the school is safe for pupils, teachers and all other members of the school community. The Board ensures that the code of behaviour is known to parents through the supply of the code and signed acceptance of same prior to enrolment.

Pupils' Rights

All pupils have the right to:

- Expect to be treated fairly, consistently and with respect.
- Be able to learn and be educated in a relatively disruption – free environment, safe from bullying and abuse.
- Have the expectation that their individual differences will be recognised and provision made for them.
- Be listened to, and to question, at appropriate times.
- Be allowed to make mistakes and to learn from them.
- Have confidence that their positive behaviour will be affirmed.
- Expect that misbehaviour will be dealt with appropriately.

Pupils' Responsibilities

Our code of behaviour requires of pupils that:

- They attend school regularly and punctually
- Work quietly and safely when requested, and to the best of their ability at all times.
- Listen to their teachers and supervisors and act on instructions/advice.
- Listen to other pupils and await their turn to speak.
- To show respect for all members of the school community.
- To respect the rights of other pupils to learn.
- To care for their own property and to respect all school property and the property of other pupils.
- Have a duty to avoid behaving in any way which would endanger themselves or others.
- They are required to remain seated at all times if and when their teacher is not in the room.
- Stay within designated areas during break times.
- They treat others with dignity and respect and, therefore, they must avoid nasty remarks, swearing or name-calling.
- Be inclusive of other pupils in games and activities.
- They contribute to good order around the school by moving quietly around the school and refrain from running except during PE classes or in the yard.
- Pupils have an age appropriate responsibility to bring the correct materials and books to school.
- Follow school and class rules.

Rights of Staff

Staff have the right to:

- Expect to be treated with respect and dignity.
- Be able to teach in a safe, well-maintained, physical environment, relatively free from disruption.
- The support and co-operation of teaching colleagues, other school staff and parents in order to achieve the school's aims and objectives.
- Be listened to, and participate in decision-making which affects their own work and that of the school in general.
- Work in an atmosphere that encourages professional development.
- Professional advice from boards of management, Department of Education and Science, National Education Welfare Board, National Council for Special

Education and National Educational Psychological Services where appropriate and available

- To appeal in accordance with agreed procedures if decisions are taken that affect the teacher adversely.

Staff Responsibilities

Staff are expected to:

- Support and implement the school's code of behaviour.
- Be cognisant of their duty of care and create a safe, welcoming environment for each pupil.
- To develop and nurture a sense of self-esteem in each pupil.
- Facilitate pupils to reach their full academic potential which will entail recognising and providing for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum and to deal appropriately with misbehaviour.
- Listen, at appropriate times, to pupils explanations for behaviour.
- Record incidents of misbehaviour and to communicate this data to relevant people.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- Provide support for colleagues.
- Collect their classes promptly when the bell goes.

Parents' and Guardians' Rights

- To ensure that children's basic needs are met.
- To expect to be treated with respect.
- To have a safe and welcoming environment provided for their child.
- To expect that there will be a recognition of individual differences among pupils, having due regard for the resources that are available.
- To expect that there will be fairness and consistency in the manner in which the pupils are treated.
- To communicate with teachers on matters of mutual concern.
- To expect contact at an appropriate stage to discuss difficulties/problems.
- Progress reports at parent teacher meetings and at end of year.
- To have information on school policies and procedures available to them.
- To be consulted in relation to the school's code of behaviour and to appeal decisions in accordance with agreed procedures.

Responsibilities of Parents and Guardians

Parents are expected:

- To encourage children to have a sense of respect for themselves, for others, for their own property and that of others.
- To ensure that their children attend school regularly and punctually.
- To show interest in their children's school work.

- To ensure that their children have the correct books and other materials.
- To be familiar with the code of behaviour and other school policies (such as a healthy eating policy) and support their implementation.
- To co-operate with teachers in instances where their child's behaviour is causing difficulties
- Parents are strongly advised to take an active interest in their child's homework and are required to sign their Homework Journal each night.

CLÁR AMA NA SCOILE - (TIMETABLE)

School begins:	9.20a.m
1st break	11 am – 11.10 am
Lunch break	12.45 pm – 1.15 pm
School Closes:	Junior and Senior Infants 2.00p.m. Other Classes 3.00 p.m.

STRATEGIES FOR PROMOTING GOOD BEHAVIOUR IN OUR SCHOOL

Praise and encouragement may be given by means of any one of the following:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of Staff or to the Principal for commendation.
- A word of encouragement and praise in front of class.
- A system of merit points (e.g. Class Dojo)
- Delegating some special responsibility or privilege.
- A mention to parent - written or verbal communication.
- Homework pass.
- Comments/stickers on children's work.

In the case of overall class efforts the following awards may be given to the entire class:-

- Class treats.
- Reduced homework on agreed night.
- Exhibition of work.

CHILDREN WITH SPECIAL NEEDS

The rules of the school will apply to our children with special needs but cognisance will be taken of their ability to comprehend the rules. If understanding rules is an issue then consideration will be given whether to include this as a target for the child's Support Plan. Procedures for dealing with misdemeanours, if appropriate, will be discussed at staff meetings so that all staff are aware of the resolution. **A common sense approach** will apply in such events.

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Level One – Minor Misdemeanours

Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Disturbing the work or play of others
- Preventing others from learning.
- Speaking out of turn, interrupting others and being inattentive.
- Disrespectful language, tone, or manner
- Ignoring staff requests
- Running in school building.
- Leaving litter around school, careless damage to school property/grounds.
- Not completing homework without good reason.
- Breaking minor school yard rules at break-time.
- Being unkind to any member of the school community on a once off basis.
- Constantly not having their school uniform.
- Having mobile phone at school without permission.

Disciplinary Actions

Consequences for Level 1 behaviour follow the below steps but are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. A common sense approach will apply. Teachers will keep a Behaviour Tracker in which pupils are identifiable to teacher only, as a codename will be used. (Appendix 1).

1. Verbal reprimand/reminder(s) and Reinforcement of alternative positive behaviour
2. Written warning (yellow card)
3. Temporary separation from peers – time out in own classroom/ yard area. (a child will move to step 4 if they reach this step 3 times in the one week)
4. Infants, 1st and 2nd move to orange on Traffic Lights and 3rd- 6th will be temporarily separated from class to fill in reflection sheet which will be signed by child and parent(s)/ guardian(s)
5. Additional work
6. Loss of privileges
7. Parent contact
8. Behaviour contract (drawn up with child, parent and teacher)

Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level Two – Serious Misdemeanours

Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Constant deliberate disruption in class
- Disrespectful language or behaviour toward an adult
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing deliberately.
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Bullying
- Leaving school premises during school day without appropriate permission.
- Using unacceptable language repeatedly.
- Deliberately injuring a fellow pupil/staff member.
- Using a mobile phone in school

Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Deputy Principal and/or Principal, where a record of the behavior will be logged and parents may be notified. Level 2 responses are:

1. Pupil will be sent to Deputy Principal/Principal.
2. Formal meeting with Deputy Principal/Principal to discuss behaviour.
3. Exclusion from yard and work set to be completed under supervision.
4. Meeting with parent(s)/guardian(s)
5. Implementation of Behaviour management plan
6. Exclusion from trip or special activity.
7. Report submitted to the Board of Management.

Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies where appropriate and available.

Level Three – Gross Misdemeanours

Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Stealing persistently.
- Verbal abuse/offensive language against teachers or pupils.
- Aggressive, threatening or violent behaviour towards teachers or pupils.
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin
- Bringing illegal or harmful substances to school.
- Recording staff or pupils on a mobile device.
- Bullying that has been ongoing.
- Vandalism.

Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Level 3 responses:

If illegal substances are found on premises then Gardaí are to be notified.

- **Suspension from school for one to four days :**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Expulsion will be considered in an extreme case in accordance with Rule 130 (6).

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school.

An 'Automatic Suspension' is a suspension imposed for named behaviors-
Physical assault/violence resulting in bodily harm to a pupil or member of staff

or

Physical violence resulting in serious damage to school property

UNDESIRABLE BEHAVIOUR IN PUPILS

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common-sense approach with regard to the gravity/frequency of such misdemeanours and the age of the pupil.

RECORDS

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

- Behaviour tracker (Appendix 1)
- Record of behavior/ Reflection sheet (Appendix 2)
- Serious Misbehaviour Report (Appendix 3)
- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

POLICY RATIFICATION

Following consultation with parents this policy will be discussed and then ratified at the Spring 2020 Board of Management meeting.

Signed: _____ Chairperson, Board of Management

Date: _____

NEXT REVIEW:

June 2022.

Record of Behaviour/ Reflection Sheet

Child:	Class:
Teacher:	Date:

STEP 1

- a) What rule did you break? _____

- b) Why do we have that rule? _____

- c) What happened that made you break the rule? _____
- d) What happened? _____

- e) What were you thinking about at the time?

- f) What have your thoughts been since? _____

- g) Who has been affected by what you did? _____

- h) In what way have they been affected? _____

- i) What do you think needs to happen to make things right? _____

- j) Do you plan to change your behaviour? Yes No
- k) If 'yes', how? _____

- l) If 'no' why not? _____

Signature of pupil: _____

Signature of parent: _____

Serious Misdemeanour Report

Child:	Class:
Teacher:	Date:

- a. Child goes to Deputy Principal/ Principal with copy of Record of Behaviour.
- b. Principal/Deputy reads Report with child.
- c. Principal/Deputy asks child for their response to the problem (work together for a solution, if possible).

Child's response: _____

- d. Depending on the response the Principal/Deputy will decide on whether a review will take place.
- e. If 'Yes' When: _____ (Date)
- f. If 'No'
- g. Parents are to be called to a meeting with Class Teacher, Principal (and child if parents wish)
 When: _____ (Date)

h. Sanction (agreed with parents) _____

i. Outcome: _____
 _____ Date: _____

j. Notes: _____
 _____ Date: _____