Harold's Cross Educate Together National School

Code of Good Behaviour Policy

This policy was ratified by the Board of Management on: 1st September 2020
Review due: September 2021

Harold's Cross Educate Together National School

Code of Good Behaviour 2020

Introduction

This Code of Good Behaviour was formulated as an interim policy to guide the school community in best practice re: Code of Behaviour, and to allow for parental consultation and feedback.

Rationale

The Harold's Cross Educate Together National School Code of Good Behaviour was written in accordance with Circular 20/90 of the Department of Education and Skills on school discipline, the Education and Welfare Act (2000, the Equal Status Act (2004) and the NEWB Publication 'Developing a Code of Behaviour: Guidelines for Schools' (2009). It is underpinned by the four principles of Educate Together; Equality Based, Child-Centred, Democratically-Run and Co-Educational.

It is a requirement under section 23 of the Education Welfare Act,2000 that the Board of Management must prepare and make available a Code of Behaviour for its students. The act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB). It details in Section 23(2),that the code of behaviour shall specify:

A. The standards of behaviour that shall be observed by each student attending the school;

B. The measures that shall be taken when a student fails or refuses to observe those standards;

C. The procedures to be followed before a student may be suspended or expelled from the school concerned;

D. The grounds for removing a suspension imposed in relation to a student;

E. The procedures to be followed in relation to a child's absence from school.

Relationship to Characteristic Spirit of the School

The aim of the Code of Good Behaviour is to ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow. The entire school community has a part to play in contributing to this environment. The strength of this community, together with a high level of co-operation between staff, parents/carers and children, will ensure a high standard of behaviour.

In Harold's Cross Educate Together National School we recognise that each member of the school community, staff, parents/carers and children have the right to be treated with respect and consideration, therefore every effort will be made by all members of staff to adopt a positive approach towards behaviour in the school. Positive techniques of motivation and encouragement will be utilised by staff, placing greater emphasis on rewards than on sanctions. School rules are child-centred and child-friendly, and are there to ensure the health, safety and welfare of all members of Harold's Cross Educate Together National School.

Central to the Harold's Cross Educate Together National School's Code of Good Behaviour is the fostering of a respectful atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage good behaviours are used by all partners in the children's education.

Aims

At Harold's Cross Educate Together we aim to create an ordered and orderly environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development. The Code of Good Behaviour will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social, Personal, Health Education (SPHE), Ethical Education, SESE, English, Art, P.E., History etc.

We aim to:

- Promote positive behaviour, respect and tolerance throughout the school.
- Create an environment that maximises learning and minimises disruption.
- Offer a framework within which the staff makes use of positive language and techniques of motivation and encouragement, that is, a Narrative Approach ('The person is not the problem. The problem is the problem.') See Appendix II
- Ensure the safety and personal well-being of all children.
- Help all school partners understand the systems and procedures that form part of the Harold's Cross ETNS Code of Good Behaviour.
- Equip the children with social, self-reflective and verbal skills to respond to negative situations and emotions.
- Help children to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- Ensure that the individuality of each child is cherished and that special needs are accommodated.
- Prevent bullying behaviours in the school.
- Build a strong sense of community and a high level of co-operation amongst staff, and between staff, pupils and parents.
- State clearly our school values, rewards and sanctions.
- State school rules in a clear, child-centred and positive way.

Contents

The following rules, rewards and sanctions apply to all members of the school community with a particular focus on the following:

- The ethos of Harold's Cross Educate Together National School.
- Respect for the autonomy and professionalism of individual teachers in their classrooms.
- Support and intervention, if necessary, of the Principal
- Support, and intervention, if necessary, of the Board of Management

The school actively encourages and teaches our pupils to "use their words" and communicate any feelings of stress or anxiety caused by the negative behaviour of others. This is essential for the effective implementation of the Code. This method of communication applies to the whole school community – children, staff, parents/guardians, Board of Management.

GENERAL GUIDELINES

- Show respect, courtesy and co-operation towards all children, teachers, other staff and parents, in the classroom, the playground and on school outings, at all times.
- Show respect towards personal property, school property and the environment.
- Show respect for other people's personal space, i.e. no verbal or physical violence, aggression, or any form of bullying behaviour

- Show respect for other people's feelings.
- Respect your own feelings too e.g. It's Ok to feel sad, disappointed etc
- Children should always walk quietly and slowly around the school building.
- Children should behave in an orderly fashion in the classroom,(moving around the school), going to and from the playground and if travelling on a bus as part of a school trip.
- Children should bring to school each day, all books, copies and materials necessary to do their class work properly.
- Children should complete all assigned work (written and oral) both at school and at home
- Children should listen to others and to take turns to speak in class.
- Children must not behave in any way which endangers themselves or others and should take care of our younger pupils at all times.
- Children should not to exclude others from games.
- Children must stay within the designated playground boundaries during break time.
- Children must not leave school grounds without permission from the teaching staff.
- Children must not bring toys to school, unless asked by their teacher on special occasions, or unless they are attending after-school club (in which case the toys must remain put away in their school bags during the school day i.e. 8:30am – 1:10pm).
- Items which could be dangerous or could cause harm are not allowed at school.

OUR GOLDEN RULES

1. **Be Kind and Caring**
2. **Be Good Friends**
3. **Be Good Listeners**
4. **Be Hard Workers**
5. **Be Safe**
6. **Be Honest**
7. **Be Respectful**
8. **Be Responsible**
9. **Be Helpful**
10. **Believe in Yourself**

OUR SAFETY RULES

- **Always walk quietly and slowly around the school building**
- **Make sure your teacher always knows where you are.**

OUR YARD RULES

1. **Always keep our Golden Rules.**
2. **Play safely and responsibly.**
3. **Take care and look where you're going.**
4. **Stay in your area.**
5. **Freeze, walk safely, wait quietly.**

REWARD/STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

- Verbal praise
- A positive note or phone call to parents/carers
- Regular reflection and revision of the golden/safety rules
- Weekly Assembly/Learn Together themes followed by end of week assemblies (Friday) to reward the positive behaviours and efforts of pupils with Shining Star certificates and awards.
- Termly certificates and awards for full attendance.
- Modelling of good behaviour by all school staff
- Golden Time at the discretion of the class teacher
- Tiny, Achievable Targets (TAT's) where deemed appropriate by the teacher
- Early intervention activities/strategies on an ongoing basis
- Other suitable rewards at the teacher's discretion
- Awards for playground behaviour
- Drawing up Behaviour Plans for Special Needs pupils
- Reward Stickers/Stamps
- Positive communication of all school achievements to families via school newsletter/website
- "Happy Visits" to the Principal's office for reward and praise. Principal visits to classrooms for same.

(*This is not, and cannot be, an exhaustive list.)

UNACCEPTABLE BEHAVIOURS AND SANCTIONS:

Some examples of Minor Misbehaviours:

- Being disobedient
- Litter
- Running inside the building
- Arriving late to school

- Not completing homework, without an explanation from parent(s)/carer(s)
- Disrupting class
- Not staying on task
- Making noise on corridors/stairs
- Not following the Healthy Eating Policy
- Breaking the Yard Rules
- Leaving your seat without permission

(*This is not, and cannot be, an exhaustive list*)

Some examples of Serious Misbehaviours:

- Name-calling
- Racist behaviour
- Sexist behaviour
- Homophobic behaviour
- Bullying
- Abusive Behaviour/Cursing
- Spitting
- Hitting/Kicking
- Deliberate disobedience
- Disrespectful behaviour
- Returning to the school building during break times/after school without permission
- Entering school grounds outside school hours without permission
- Stealing
- Telling lies
- Throwing objects (that could cause harm)
- Rough play
- Serious behaviours in response to Covid 19
    - Coughing threateningly
    - Not following school rules in relation to hand-washing/ hand santising
    - Disrespectful behaviour/ language about the current pandemic
- Continuous minor misbehaviour automatically becomes a serious misbehaviour

(This is not, and cannot be, an exhaustive list)

Some examples of Extreme Misbehaviours:

- Vandalising school property
- Assaulting a staff member or any member of the school community
- Bringing illegal or harmful substances/weapons to school
- Leaving the classroom or school grounds without permission
- Persistent racist behaviour
- Persistent sexist behaviour
- Persistent homophobic behaviour
- Persistent bullying
- Physical fighting
- Continuous serious misbehaviour automatically becomes an extreme behaviour.

  (This is not, and cannot be, an exhaustive list)

SANCTIONS AND STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR:

Our school believes that a sanction should:

1. aim to stop the inappropriate behaviour
2. communicate to the pupils, parents/carers and broader school community that the inappropriate behaviour is unacceptable
3. defuse, not escalate, a situation
4. be applied in a fair and consistent manner
5. be timely
6. be appropriate
7. be implemented in accordance with the principles of natural justice

Harold's Cross ETNS will always work on the premise that there is a reason for negative behaviour and that, in most circumstances, once this has been identified, measures can be put in place to help the pupil stop the negative behaviour using a problem-solving approach.

The class teacher and/or the Principal, in their professional judgement, may choose which of the following sanctions and strategies best fits a particular misbehaviour.

- Reasoning with the pupil by reminding them of the positive behaviour we expect in the school while referring to the golden rules and using the traffic light system in each classroom. If children need three reminders regarding their behaviour, the child's name is removed from 'green' to 'orange'. If the child fails to return to green, a temporary separation to a timeout space of the classroom until the child is calm and ready to resume work, may be implemented. This strategy to be used at the discretion of the teacher depending on the situation and the age of

the child. If the misbehaviour continues, despite continued reminders of the rules, the child may move to another classroom for a short period, as a calming measure/thinking time, and their name will be moved to "red.

- If anger/tantrums are an issue, following consultation with class teacher, support teacher and parent(s)/carer(s), the child may undertake a relevant programme such as 'Trouble with Tempers'.
- The teacher keeps a written record of continuous unacceptable behaviour whilst verbally keeping the child's parent(s)/carer(s) and the principal informed.
- Time-Out at the wall in the yard, as a sanction for misbehaviour in the yard.
- Teachers keep a written record of yard misbehaviours in yard safety book. This yard book is monitored and reviewed weekly.
- Teachers may devise indivualised reward/behaviour systems for a child where appropriate/where circumstances warrant.
- Class teacher requests a meeting with child's parent(s)/carer(s).
- Child is asked to write/illustrate about the unacceptable behaviour (to be signed by parent/carer).
- Parent(s)/(carer)s are requested to meet with class teacher and Principal.
- Referral to the Board of Management.
- Suspension may used to deal with continuously disruptive pupils or with serious misbehaviour (see section below) The principal of Harold's Cross ETNS has been delegated the authority by the School Manager to suspend for up to 3 days.
- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehaviour (see section below)
- In certain instances of serious misbehaviour the Principal, in consultation with the class teacher and/or the Board of Management may choose which of the above sanctions is appropriate.

SANCTIONS AND STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR in response to Covid 19:

- The teacher keeps a written record of continuous unacceptable behaviour whilst verbally keeping the child's parent(s)/carer(s) and the principal informed.
- Teachers may devise individualised reward/behaviour systems for a child where appropriate/where circumstances warrant.
- Class teacher requests a meeting (via online communication tool or socially distanced) with child's parent(s)/carer(s).
- Parent(s)/(carer)s are requested to meet with class teacher and Principal.
- Referral to the Board of Management.
- Suspension may used to deal with continuously disruptive pupils or with serious misbehaviour (see section below) The principal of Harold's Cross ETNS has been delegated the authority by the School Manager to suspend for up to 3 days.
- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehaviour (see section below)
- In certain instances of serious misbehaviour the Principal, in consultation with the class teacher and/or the Board of Management may choose which of the above sanctions is appropriate.

SPECIAL EDUCATIONAL NEEDS

This Code of Good Behaviour applies to all members of our school community. Pupils with special educational needs will be provided with appropriate support and help to ensure they understand our school rules. As part of this support, individual behaviour plans may be drawn up, in collaboration with parents, to promote and reinforce positive behaviour.

PROCEDURES IN RESPECT OF SUSPENSION

(as per P.77 of the NEWB guidelines)

- Investigation of the facts to confirm serious misbehaviour
- Parents will be informed by phone or in writing about the incident
- In the case of an immediate suspension, parents will be notified by the Principal and arrangements made for the pupil to be collected immediately. The child will be supervised away from his class, in the interim.

If Suspension is still decided upon:

The Principal will notify the parents, in writing, of the decision to suspend. The letter will confirm:

- The period of suspension, beginning and end dates
- The reason for suspension
- Any study/work to be completed during the suspension
- The arrangements for returning to school, including any commitments to be entered into by the pupil and parents
- The provision for appeal to the Board of Management or Secretary General of the DES, if appropriate (where the total number of days for which the student has been suspended in the current school year has reached 20 days)

A pupil will not be suspended for more than 3 days. In exceptional circumstances, where the Principal considers that a suspension period longer than 3 days is necessary, he/she will refer the matter to the Board of management for their consideration. A period of 10 days' suspension will be the maximum period imposed by the BOM in such exceptional circumstances.

RECORDS AND REPORTS

Formal written records will be kept of:

- The investigation (including all notes of interviews held)
- The decision-making process
- The decision and rationale for the decision
- The duration of the suspension and any conditions attached to the suspension

PROCEDURES IN RESPECT OF EXPULSION

(as per P. 82 of the NEWB guidelines)

1. A detailed investigation is carried out under the direction of the Principal.

The Principal will:

- Inform the pupil and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students every opportunity to respond to the complaint of serious/extreme misbehaviour before a decision is made and before a sanction is imposed

2. A recommendation is made to the Board of Management by the Principal.

   The Principal will:

   1. Inform the pupil and their parents that the BOM is being asked to consider expulsion
   2. Provide BOM and parents with comprehensive information regarding the investigation and the grounds for possible expulsion.
   3. Notify the parents of the date of the hearing by the BOM and invite them to that hearing
   4. Advise the parents that they can make an oral and written submission to the BOM.
   5. Ensure that parents have enough notice to allow them prepare for the hearing

3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing (P84, NEWB guidelines)
4. Board of Management deliberations and actions following the hearing (P.85, NEWB guidelines)
   - If the BOM is of the opinion that the pupil should be expelled, they must notify the Educational Welfare Officer, in writing.

     The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. However, the BOM may consider the sanction of suspension during this period, should the continuing presence of the pupil in the school be likely to seriously disrupt the learning of other students or represent a threat to the safety of other students and staff.
   - The BOM should inform the parents, in writing, about its conclusions and the next steps in the process.
5. Consultations arranged by the Educational Welfare Officer
   - Within the 20 days, the EWO must make all reasonable efforts to hold individual consultations with the Principal. Parents, student and anyone else who may be of assistance
   - Convene a meeting of those parties who agree to attend

The purpose of the above are to look at the possibility of the pupil continuing in the school or to look at alternative educational possibilities.

6. Confirmation of the decision to appeal.
   - When the 20 days have elapsed, the BOM will meet to decide whether or not to expel the pupil.
   - Where the BOM remains of the view that the pupil should be expelled, a formal record of the decision will be made.
   - Parents will be informed immediately, in writing, that the expulsion will now proceed.
   - Parents and student will be informed of their right to appeal and supplied with the standard form on which to lodge an appeal.
7. Appeals

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the NEWB on behalf of a student.
- The appeals process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES)

DISSEMENATION OF THE CODE OF GOOD BEHAVIOUR:

The support and cooperation of parents/carers is essential if the Code of Good Behaviour in school is to operate effectively. To foster good communication the following procedures are school policy:

i. Upon registration of their child, all parents/carers will be given a copy of the Code and asked to sign that they have read, understood and agree to support it.

ii. A behaviour note may be sent to parents/carers asking them to speak to their child about an issue and/or asking the child to write about and/or draw it will be sent home *(age-appropriate)*

iii. Behaviour notes (A5-sized to communicate when a child is 'on orange/red')

iv. Personal contact with class teacher

v. Personal contact with Principal

vi. Formal meeting by appointment with class teacher and/or Principal and parents/carers.

This policy will be circulated to all parent(s)/carer(s) for consultation and feedback.

This policy will be brought to the attention of all new staff members upon their appointment to the school. A copy of the policy will be included in the substitute teacher folder.

A copy of the school policy will be available at the school office. It will also be available on the school website.

RATIFICATION AND REVIEW OF THE CODE OF GOOD BEHAVIOUR:

This policy was adopted by the Board of Management on 1st September 2020 and will be reviewed in September 2021

Signed: John Lavelle (Chairperson Board of Management)

Date: John Lavelle

REFERENCES

- DES Circular 20/90
- Education Welfare Act 2000
- Equal Status Act 2004
- Managing Challenging Behaviour (INTO)
- Supporting Inclusion (TCD & DES)
- School Development Planning Support (SDPS)
- CPSMA Handbook
- Quality Circle Time (Jenny Mosely)
- Special Needs Handbook (Scholastic)
- INTO Website
- IPPN Website
- NEWB publication - "Developing a Code of Behaviour: Guidelines for Schools" *(National Educational Welfare Board)*
- NEPS publication – "A Continuum of Support" *(National Educational Psychological Service)*

APPENDIX 1

RULE 130 OF THE RULES FOR NATIONAL SCHOOLS
(as amended by Circular 7/88)

School Discipline

(1) The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. This code should be formulated by the Principal Teacher and the teaching staff in consultation with parents and be approved by the Board.

(2) Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness combined with firmness and should aim at governing them through their affections and reason and not by harshness and severity. Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence should not be used in any circumstances.

(3) The use of corporal punishment is forbidden.

(4) Any teacher who contravenes sections (2) or (3) of this rule will be regarded as guilty of conduct unbefitting a teacher and will be subject to severe disciplinary action.

(5) Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorise further period of exclusion in order to enable the matter to be reviewed.

(6) No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil and another suitable school.

APPENDIX II

Glossary of Positive Terms!

Give everyone a chance (to answer).....Don't shout out
Give _____a chance (to answer).....Don't interrupt
Wait your turn.....Don't answer for_____
Listen to each other
Let's listen to everyone
Let _____ answer
Let _____ take his/her turn

DIRECT YOUR ATTENTION TO THE CHILDREN BEHAVING WELL e.g. the "nice quiet hands", the "good listener" etc....

_____needs more space to work comfortably.....Don't squash_____
Give _____/yourself more space.....Don't lean in over _____
Respect everyone's space.....Move away from_____

Put away anything you don't need for this lesson/activity .....Stop fiddling with_____

Walk safely on the corridor .....Don't run
Move carefully around the room
Take your time

In this school we use kind hands.....Stop hitting/pushing etc
Hands are not for hitting

Wait for your partner/teacher/class.....Don't run off/ahead
Stay with your class/line.....Don't wait/fall behind

In this school we let everyone play.....Don't leave_____out
Be fair, be friendly

Work quietly and carefully.....Don't talk/make noise when you're working
Do your work and let others do the same

We respect our school and keep it clean .....Don't drop litter
We're proud of our school

Other positive general comments:
Thank you for listening/helping/working quietly/co-operating etc...
When we listen we learn. Look, listen, learn.
Use your words.
Make everyone feel welcome.

REMINDERS *not* **WARNINGS**

Try to always remind pupils of the preferred positive behaviour ... the power of suggestion
e.g. I'm watching out for quiet hands
I'm looking for the best listeners
I'm checking for the tidiest tables
I really like the way_____has helped her group/partner
I admire your careful work

****Constantly affirm and highlight the preferred behaviours****