

# Edmund Rice Primary School, New Ross

## Code of Behaviour

### General Aims

1. The main aim of the Code of Behaviour is to maintain a safe, positive, respectful, work-like, fair, and caring atmosphere within the school while at the same time educating pupils in social skills and acceptable behaviours for themselves and their families and peers.
2. The Code of Behaviour aims to be a pro-active and positive approach to good behaviour.
3. The Code of Behaviour lists strategies undertaken by the school to encourage positive and acceptable behaviour while also detailing sanctions to be used in the event of unacceptable or negative behaviour.
4. The Code of Behaviour is linked to the school's anti-bullying policy which is reviewed annually.

### General Principles

1. The Edmund Rice school Code of Behaviour is couched as far as is possible in positive rather than negative terms.
2. The Edmund Rice school takes a positive and proactive approach to encouraging and rewarding appropriate behaviour. **See Appendix 1**
3. Every child has a right to learn, a right to feel safe and a right to respect.
4. Every adult has a right to learn, a right to feel safe and a right to respect.
5. A Code of Behaviour must lead pupils as much as possible to '**Behaviour Awareness**'
6. A Code of Behaviour must lead pupils as much as possible to '**Behaviour Ownership**'
7. The Edmund Rice Primary School is a community. Children are challenged to be responsible for their behaviour towards each other and towards their teachers and helpers. Contributing to their class and school community allows children to grow in self-esteem.
8. Every child learns from their own experience how to contribute to society as a whole and what it means to be an active citizen.
9. The Edmund Rice Primary School adopts a Restorative Practices approach to behaviour. **See Appendix 2.**

The day-to-day excellence of school management and classroom teaching will enable most students to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting good behaviour at class and school level. There should be consistency across the teaching team as to how best to promote good behaviour.

Students are more likely to behave well when:

- they are given responsibility in the school and are involved in the development of the code of behaviour
- they understand why the code is important and their part in making it work

- they can see that the code works in a fair way
- there are standards that set high expectations for student behaviour
- the standards are clear, consistent and widely understood
- parents support the school by encouraging good learning behaviour
- there are good relationships between teachers, parents and students and a happy school atmosphere
- adults model the behaviour that is expected from students.

**Other strategies to encourage and promote good behaviour include:**

- positive everyday interactions between teachers and students
- good school and class routines
- 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.

**Staged Approach to dealing with Inappropriate Behaviour**

The school encourages a high standard of personal behavior from all pupils notwithstanding that some pupils will present with behavior issues caused by Emotional, Intellectual, Physical and Environmental factors that are often outside the control of the individual child. Where unacceptable behavior occurs, the school uses a staged approach to dealing with issues which is fair, firm and humane.

1. Teacher correction / Positive Discipline Regime in the class (stamps, rewards ,etc. for good behaviour) .
2. Notes home
3. Telephone Calls or text messages to parents
4. Meeting with child outside of class.
5. Teacher meeting with parent
6. Behaviour Reports to principal –letters / detention
7. Pupil Interview with principal
8. Accountability Conference with parent , child , teacher & principal
9. Behaviour Modification programme where deemed necessary.
10. Referral for Educational or Psychological Assessment
11. Referral for Play Therapy, Counselling or other service.
12. Outside advice sought from Special Education Support Service (SESS).

**Pupils Presenting with Behaviour Disorders and Children with Special Needs**

1. Pupils presenting with behavioural disorders or with emotional/behavioural problems will be treated in a professional and in a caring way . All behaviour is information and it is recognised by the school that inappropriate behaviour is often a manifestation of underlying problems within the child or within the child's home environment.
2. The school takes the view that a child presenting with an emotional/behavioural disorder is similar to any child presenting with a disability. The behaviour is often

- outside of the child's control. The child will be dealt with in a calm, professional, non-judgemental way.
3. A pupil who presents with what is deemed by the teacher to be a behaviour disorder will, after consultation with Principal and parents, be referred to the Psychological Service or for Professional Counselling.
  4. Special Behaviour Systems will be used as needed for such pupils. These include Behaviour Contracts, Daily Monitoring Records, etc.
  5. The school will liaise with external agencies (Youth New Ross, Garda Diversion Scheme, SESS ,HSE,etc. ) , as appropriate.
  6. Class teachers and specialist personnel (such as the Learning Support Teacher, Resource Teacher, Special Needs Assistant) should check that standards and rules are communicated in a way that students with special educational needs can understand. It will be helpful to check for this understanding from time to time, especially where a student with special needs is acting in a way that would usually be seen as being in breach of the rules. Teachers may need support in understanding how best to help a student with special educational needs to conform to the behavioural standards and expectations of the school.
  7. For some students, visual prompts or pictures may be needed. Some students may need opportunities to practise observing the rules, with feedback on their progress.

### **Teacher Responsibilities**

It is important that teachers believe that students' behaviour can change and know what they can do to make this more likely. With a good understanding of behaviour in general, and with accurate observation and good analysis of particular behaviours, teachers can influence some of the factors involved in helping students to manage or change their behaviour. Those factors include:

- motivation
- goals
- skills
- previous experience of trying to change, especially experience of success
- parental, family, teacher or other adult and peer support
- incentive/reward.

The quality of relationships between teachers and students is one of the most powerful influences on student behaviour. For many students, their teachers are a major source of support, adult empathy and pastoral care, and are hugely significant figures in their lives. As adults and professionals, teachers have a strong capacity to develop good relationships with students, and a greater responsibility for the relationship. Mutually respectful relationships balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

1. Every teacher in the school is 'in Loco Parentis'. This is a legal term which means 'in the place of the parent'. Teachers have a duty of care towards all pupils in their care ,

not just their own class . This duty of care extends for the duration of time the pupil is present in school , or is present at an outside school activity.

2. The Principal has overall responsibility for the maintenance of good behaviour within the school . Pupils will be referred to the Principal for serious breaches of discipline and for repeated or persistent minor misbehaviour. The principal is available at all times as an advisor to the classroom teacher.
3. Each teacher is responsible for the maintenance of good behaviour in his/her classroom and shares a common responsibility for good behaviour within the school premises.
4. Teachers must treat pupils with respect at all times, even when the pupil is being cautioned or disciplined.
5. Teachers should communicate with parents on a regular basis when pupil behaviour is problematic. Teachers are expected to treat parents as partners in education.
6. Teachers should communicate good behaviour to the parents as well as problematic behaviour.
7. Teachers should always endeavour to make pupils self aware of their behaviour. This will sometimes involve the teacher having to describe the child's behaviour to the child. The school will sometimes use video to illustrate the child's behaviour to the child or to the parent. This will always be done in a respectful way.
8. Teachers should always endeavour to listen to pupils and to tune into pupil feelings, fears, struggles.
9. Teachers are expected to be assertive but calm in their dealings with pupils.
10. Each teacher is expected to adopt a pro-active and positive approach to student behaviour with the emphasis on reward, encouragement and celebration.
11. Each Teacher must bring his/her class into the yard at break times. Pupils must not be dismissed from the class.
12. A teacher must never leave a class unsupervised.
13. Teachers should always be aware of the different types of bullying (verbal, emotional, physical, exclusion, cyber bullying ,etc.) and endeavour to minimize such behaviour in class or in the play ground.
14. It behoves teachers to continually endeavour to enhance their own understanding of what underlies poor behaviour .
15. When dealing with behavioural problems or with conflict , teachers should always try to model a calm and relaxed approach .
16. Teachers are expected to provide a stimulating programme for the children.
17. Teachers should not use sarcasm or 'put me downs' to sanction pupils who are misbehaving.

### **Pupil Responsibilities**

1. Every pupil is expected to treat each other pupil with the utmost respect and courtesy at all times.
2. Every pupil is expected to treat every member of staff with the utmost respect and courtesy at all times, including outside school hours .
3. Every pupil is expected to be polite and mannerly in their dealings with others.

4. Pupils are expected to cooperate with the classroom teacher at all times during the school day and to abide by the classroom and yard rules.
5. Every pupil is expected to treat his/her property and the property of others with the utmost respect at all times. Copies, books ,etc. must be kept as neat and tidy as possible.
6. Pupils are expected to keep their desk and floor areas clean and tidy at all times.
7. Pupils are expected to abide by the school's Anti-Bullying Code and to report all incidents of bullying to the teacher or principal and should never condone such behaviour in themselves or others. Pupils should 'Tell,Tell,Tell'.
8. Every Pupil is expected to work to the best of his/her abilities at all times and to play his/her part in inculcating a happy but work-like atmosphere within the classroom and school.
9. Pupils are expected never to bring the good name of the school into disrepute.
10. Pupils are expected to engage in our Conflict Resolution Motto: Stop, Ask, Listen, Talk. (SALT)
11. When Angry, pupils are expected to follow four rules : Don't hurt others; Don't hurt yourself ; Don't damage property; Talk about what's making you angry.
12. The school recognises the influence food has on certain behaviours (e.g. sugar and hyperactivity, allergies, etc.) and therefore has a Healthy Lunches Policy which it expects all pupils to adhere to. Chocolate, sweets, crisps, chewing gum, and fizzy drinks are not allowed in school .
13. Pupils are expected to present to school each day, in uniform, on time and with homework completed as required.
14. Pupils are expected to maintain a high level of manners, cooperation, and appropriate behaviour when engaged in outside school activities.
15. Pupils are expected to engage in reflective exercises on their own behaviour and to take ownership of , and responsibility for, that behaviour.
16. Pupils are expected to accept that every action has an outcome , and therefore pupils are expected to be accountable for their own actions.
17. Pupils are expected to use their 'partner voice' when inside the school building .
18. Pupils are expected to be honest.
19. Pupils are expected to play fairly and safely in the school playground.
20. Pupils are expected to be friendly towards all other pupils in the school at all times. 'To have a friend, be a friend' is our school motto.
21. Pupils are expected to leave their mobile phones and recordable devices at home each day or to hand them up to the teacher/school secretary in accordance with our mobile phone policy.
22. Pupils are expected NEVER to bring any item to school that could cause injury or harm to themselves or to others.
23. Pupils are expected NEVER to bring any item to school that could cause offence to others or that is deemed to be inappropriate material for children.

### **Parent Responsibilities**

1. Parents are expected to accept the school's Code of Behaviour and to assist the school in its implementation.

2. Parents are expected to encourage their children to behave in a courteous, respectful and mannerly way at all times.
3. Parents are expected to co-operate with the school when sanctions have to be imposed.
4. Parents are asked to accept that any child is capable of inappropriate behaviour .
5. When problems occur , parents are asked to make appointments to see the teacher or principal and parents are asked to treat the staff of the school in a courteous and calm manner .
6. Parents are expected to ensure that homework is done each evening and that the homework journal is signed.
7. Parents are expected to ensure that their children attend school each day except in cases of illness, breavement, family crisis,etc.
8. Parents are required by law to furnish the school with an explanation for every absence from school.
9. Parents are expected to ensure that proper school uniform is worn each day.
10. Parents are expected to attend parent teacher meetings as these are essential in providing proper communication between home and school.
11. Parents are expected to accept that their children may only be accepted in the school as long as they are compliant with the rules of the school . This is in the interests of the health and safety of all pupils and all staff.

**NOTE Re Uniform :**

*It is often lost sight of why uniforms are used in schools. It is very important to remember that uniforms are worn in the interest of 'Equality'. That is, all pupils are equal irrespective of race, colour, background, financial status,etc. No designer gear, no inappropriate clothes (military style, swastikas,or other paraphernalia designed to give off aggressive messages) allowed.*

**Behaviour in the Playground**

- The playground is divided into separate sections for 3<sup>rd</sup>. - 4<sup>th</sup>. and 5<sup>th</sup>.- 6<sup>th</sup>. Classes.
- The playground is always supervised by adults.
- The S.A.L.T. Conflict Resolution programme is implemented in the playground. See Appendix.
- A 'cool off area' is designated in the playground. A pupil who is playing roughly or inappropriately or who is breaking the yard rules will be sent to the cool off area for 3-5 minutes.
  - NO Rough play – dragging other pupils – hand stands – cart wheels, etc.
  - NO Charging recklessly – 'blind running'
  - NO Jeering, spoiling , bullying ,name calling , taunting ,taking hats ,etc.
  - NO form of anti-social behaviour
  - NO form of dangerous activity
  - NO form of bullying or racism
  - All classes are escorted to the playground at break time.
  - All games stop when the bell rings in the yard.

- Pupils are escorted to class from the playground.
- Pupils should line up in an orderly ‘single-file’ line when the bell rings.
- For safety reasons , ball games are only allowed with approved foam balls supplied by the school. All football must be ‘ground football’ .

### **Behaviour Around the School**

- Pupils are expected to treat all school property with respect .
- Pupils are expected to walk between classes and between classroom and playground.
- ‘One by one and row by row’ is the rule.
- Pupils are expected to talk in a low voice (partner voice) when they enter the school building.
- Pupils should walk on the right at all times in corridors and on stairs.
- Pupils are expected to keep to designated walkways.

### **Behaviour on School Related Activities**

- All school related activities , irrespective of time or place, are seen to be extensions of the school day and all rules that apply to behaviour in school , apply equally to behaviour out of school.
- Pupils are expected to behave in a mannerly, respectful and safe way when taking part in any school related activity and to follow the directions of teachers and other adult personnel or parents who are assisting the teachers.
- Pupils who misbehave at a school related activity may be banned from participation in future such activities. This includes football and hurling, library visits, visits to the Parish Church to prepare for Confirmation, using the swimming pool and swimming pool dressing rooms.
- Pupils are expected to treat all guides , sports trainers, library and theatre personnel, bus drivers, swimming pool staff , referees, opposing teams and mentors, etc. with respect and courtesy and to follow any instructions , corrections or guidance given.
- Pupils are expected to wear safety vests provided by the school when on walks away from the school.
- Pupils are expected to walk row by row and one by one under the guidance of teachers and SNAs .
- Pupils must always walk in an orderly fashion taking account of traffic, crossing points, other pedestrians.
- Pupils must never cross a road until directed to do so by a teacher.
- Pupils must never interfere with property they pass on a walk or visit (doors, bins, cars, signs,etc.)
- Pupils must maintain a ‘partner voice’ when walking as a group in public.
- Pupils must never run ahead of the group or lag behind the group when doing a group walk.

## **Record Keeping**

### **General Behaviour Record Keeping**

1. Each teacher should keep a file with a page for each pupil in the class in alphabetical order. Record significant behaviour events, homework not done, uniform not worn, etc. This may then form the basis of PT meetings.
2. Teachers MUST record all events objectively and without added opinion or subjective observations/comments.
3. Serious lapses in behavior are recorded on the pupil's Aladdin file.

### **Serious Misbehaviour Record Keeping**

1. All acts of serious misbehaviour will be recorded on a 'Serious Misbehaviour Form' which is sent to the principal.
2. All items of Serious Misbehaviour will be notified to the home by post and this is noted on the pupil's Aladdin file.
3. A register of all bullying reports is kept by the principal.

## **Sanctions**

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

### **A problem-solving approach**

An important element of the approach to a student's inappropriate behaviour is a problem-solving approach: that is, one where the teacher and the school respond to the unwanted behaviour using these steps.

1. Gather information. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention. Throughout, keep the relationship with the student as positive as possible; involve the student and parent.
6. The purpose of a sanction is to bring about a change in behaviour by:
  - helping students to learn that their behaviour is unacceptable
  - helping them to recognise the effect of their actions and behaviour on others
  - helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
  - helping them to learn to take responsibility for their behaviour.

### **A sanction may also:**

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

### **Sanctions are part of a plan to change behaviour**

A sanction is a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student to learn. A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely.

1. The certainty of a sanction or consequence is more important than the severity of a consequence or sanction.
2. Sanctions must be measured, respectful, fair and appropriate.
3. The school's role is one of education and learning for the child (self awareness for the pupil) rather than one of punishment for the child.
4. Children should never be shamed, degraded or humiliated.
5. Teachers should not send pupils to other teachers for punishment by the other teacher or for barracking purposes.
6. It is acceptable for a child who has had a privilege withdrawn as a sanction to be sent to another teacher's room for a set and reasonable period of time, with the prior agreement of the receiving teacher. The teacher who is sending the pupil should ensure the pupil has worksheets, etc. and it is the role of the receiving teacher to supervise the visiting pupil.
7. Teachers should not deprive pupils of a break time as a general punishment. An exception to this would be on an occasion where a pupil's behaviour is deemed to be a danger to himself or others. In such cases, the pupil should be removed from the class prior to break time and the principal must be informed.
8. Removal from PE, Art, Swimming, Play Time, Hurling Training, Football Training, School Tours, Choir, Resource or Language Room Time should not be used as sanctions unless the poor behaviour has actually occurred during those particular activities or similar activities or where there is a health and safety concern due to the pupil's behaviour. This must only be done in consultation with the principal.
9. Participation in outside school activities (including swimming pool and library visits, school tours, nature walks, etc.) are deemed to be privileges. Where participation in an outside school activity is deemed to be a health and safety risk, a pupil may suffer a 'loss of privilege' i.e. be removed from that activity. This will be at the discretion of the class teacher in consultation with the principal.

10. The setting of work in particular subject areas as a punishment is discouraged (e.g. Maths, Irish)

### **Sanctions which are approved for use in the Edmund Rice Primary School**

1. Notes may be written in the pupil's homework notebook to be signed by a parent.
2. Direct and immediate teacher-parent contact is encouraged where problems occur.
3. Poor behaviour can be recorded on grids provided and the results of the weekly grids may be posted home where necessary.
4. Pupils may be asked to copy out the class rules and have them signed.
5. Pupils may be asked to copy out the yard rules and have them signed.
6. Worksheets may be issued to pupils who are on detention.
7. The cool off / sin bin area may be used in the playground for periods of 5 minutes.
8. Pupils who are continuously difficult in the yard may be removed from the yard for a period of time.
9. Pupils who misbehave on outside school activities may be banned from participating in future activities of the same or of similar nature.
10. Short detentions (20-30 minutes) will be issued for misbehaviour that is continual or serious. The detention period will be communicated to the parent at least seven days in advance in writing.
11. Where a pupil is regularly difficult to manage, a parent may be asked to co-operate in an 'Immediate Detention' system. The parent will be telephoned and the pupil will do his/her detention on the day of the offence.
12. Suspensions of one to three days can be issued in the case of serious misbehaviour or of violent , threatening behaviour. A parent will receive written notification of a suspension at least one week in advance of the suspension.
13. 'Time outs' may be implemented for pupils who have diagnosed or suspected behavioural disorders. A time out should be pre-arranged. A time-out is not a sanction or a punishment.
14. Where a pupil damages school property or the property of another student , the school reserves the right to seek reparations or replacement of the damaged item.
15. In extreme cases of breakdown in behaviour and co-operation with school rules or in cases where the principal deems a pupil's behaviour to constitute a health and safety risk, the principal may request the Board of Management to issue an expulsion order. Any expulsion will be carried out according to the guidelines as laid down by the National Education Welfare Board.

### **Suspension**

1. In keeping with our school attendance strategy (every school day matters) , suspensions will only be used for very serious issues and as a last resort.
2. The authority to suspend a pupil for a period of up to three days has been delegated to the Principal of the Edmund Rice Primary School by the Board of Management.
3. A suspension of one to three days may be issued to pupils who engage in :
  - a. Bullying

- b. Very aggressive behaviour towards other pupils or staff members
  - c. Any behaviour that endangers the pupil or others
  - d. Malicious damage to property.
  - e. Blank Refusal to co-operate with the class teacher or principal
  - f. Behaviour which is having a serious detrimental effect on the education of others
4. A suspension may only be issued after proper and fair investigation of an incident.
  5. Parents will be informed of how incidents were investigated and will be given the opportunity to appeal prior to a proposed suspension being implemented.
  6. In exceptional circumstances, the principal may issue an immediate suspension or exclusion from school where the continued presence of the pupil is deemed to be a health and safety issue. In such case, the parent will be contacted by telephone and suitable arrangements made for the return of the pupil to his/her home.
  7. The suspension must be issued in writing .
  8. When a suspension period has been served, a pupil must be formally re-admitted to his/her class by the Principal whereupon he/she will be expected to apologise to the teacher and to any pupil he/she treated badly or inappropriately.

### **Extended Period of Suspension**

1. An extended period of suspension will only be sought when all other avenues of dealing with a behaviour problem have been exhausted or where the pupil's behaviour is deemed to be a health and safety issue.
2. An extended period of suspension can only be implemented after meeting with pupil and parents and after receiving sanction from the Board of Management.
3. A Board of Management will not issue a suspension for a period longer than 10 days.

### **Expulsion**

In extreme cases of breakdown in behaviour , the Board of Management may seek to have a child expelled from the school.

The Education (Welfare) Act, 2000 requires that a student may not be expelled except according to its published policy.

The Education Welfare Act of 2000 (section 24) stipulates that where a board of management is of the opinion that a student should be expelled, the board is required to inform the NEWB of its decision, and the reasons why in writing. This notice should only be submitted after all internal school processes have been exhausted.

The decision to expel a student does not take effect until 20 school days have elapsed after the NEWB have received notification in writing. On receipt of this/her notification, a letter of acknowledgement with the date of receipt by NEWB, will issue immediately.

The Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will :

1. Inform the parents and the student that the Board of Management is being asked to

- consider expulsion .
2. Ensure that parents have records of the allegations against the student ; the investigation ; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
  3. Provide the Board of Management with the same comprehensive records as are given to parents .
  4. Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing .
  5. Advise the parents that they can make a written an oral submission to the Board of Management .
  6. Ensure that parents have enough notice to allow them to prepare for the hearing.

**Consideration by the Board of Management of the Principal’s recommendation:**

1. It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
2. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board’s deliberations (for example, a member of the Board who may have made an allegation about the student).
3. Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents put their case to the Board in each other’s presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this/her, in line with good practice and Board procedures.
4. After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board’s deliberations.
5. When a Board approves an expulsion , 20 days written notice must be given to the National Education Welfare Board and the decision is also communicated in writing to the parent(s) ,

**Appendix 1**

**Positive Approach to Behaviour**

The Edmund Rice Primary School maintains a positive approach to behaviour. This involves a calm , reflective approach to behaviour by principal and the staff. An important role for principal and teachers is ‘modeling calm’ and ‘modeling respect’. The key to all our rules is the concept of ‘respect’.

## **Positive Approach to Behaviour in the Classroom**

1. Each class in the school uses the Class Dojo system to reward good behaviour.
2. Teachers are encouraged to award generously for tasks completed and for appropriate behaviour.
  - a. 200 Stamps earns a Bronze Certificate
  - b. 400 Stamps earns a Silver Certificate
  - c. 600 Stamps earns a Gold Certificate
3. Certificates are also awarded for Good Work ; Special Achievement; Good Attendance; Good Behaviour ; Improved Behaviour, etc.
4. Assembly is held every Monday morning and each teacher and SNA awards a Pupil of the Week Certificate. Achievements , acts of kindness , etc. are also recognized
5. School Rules are couched in positive terms as opposed to negative terms.
6. Reports will be posted home every June. All reports will be signed by the Principal.
7. Parent Teacher Meetings will be held at least once each year.
8. Class rules will be clearly displayed in every room.
9. Circle Time is encouraged as a means of discussing rules and other issues.
10. An Anti Bullying Programme will be carried out in all classes every year.
11. Class Rules will be discussed with the class on a regular basis but at least once a term.
12. The School adopts a Restorative Practices approach to conflict/bullying situations in the school.

## **Appendix 2**

### **Restorative Practices**

The Edmund Rice Senior School has adopted a Restorative Practices approach to dealing with conflict and inappropriate behaviour. Restorative Practices is a process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible .

Resource : [www.transformingconflict.org](http://www.transformingconflict.org)

#### **Restorative Practice:**

- Creates an ethos of respect, inclusion, accountability and taking responsibility
- Creates a commitment to relationships, impartiality, being non-judgemental
- Encourages collaboration, empowerment and emotional articulacy

#### **Key Skills of Restorative Discipline are:**

- Active listening
- Facilitating dialogue and problem-solving
- Listening to and expressing emotion
- Supporting others in taking ownership of problems

**An important element in Restorative Practice is Fair Process:**

Expectations- everyone knows what is expected of them

Engagement - involve individuals in decisions/ listen to views.

Explanation - clarify how decisions are reached.

*“Individuals are most likely to trust and co-operate freely with systems – whether they themselves win or lose by those systems – when fair process is observed”.*

Kim & Mauborgne , Harvard Business Review, July - August 1997

**People who have been harmed need:**

- someone to listen to my story
- time to calm down
- a chance to ask – why me? what did I do to deserve that?
- the person concerned to understand and acknowledge the impact their behaviour has had on me
- a sincere spontaneous apology
- things put right, if possible
- reassurance it won't happen again

**Offenders are asked the following questions:**

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you need to do to make things right?

**School Group Conferences can be held to deal with issues .**

1. Offenders tell what they did
2. Everyone talks about what impact this/her has had on them
3. The group reaches a shared understanding of the harm that has been done
4. The group negotiates an agreement about how to repair the damage and minimise further harm.

## **Appendix 3**

### **Behaviour Modification Scheme / Pupil Contracts**

(When pupils present with continuous behaviour difficulties such as ODD, ADHD, hyperactivity, attention seeking, etc.)

- It is recognised that pupils will often present with difficult behaviour over which they have insufficient control.
- A Behaviour Modification Scheme is designed to assist the pupil in identifying his/her own poor behaviour and the possible reasons for it and thus enable the pupil to work better for longer periods.
- The Behaviour Modification Scheme involves each day being broken into 5 segments (minimum). See Appendix 18. The segments are morning, small break, mid morning, big break, after lunch period. The segments may be made shorter and more frequent depending on the severity of the behaviour. A pupil receives a stamp for each segment completed successfully and a teacher comment in each segment that he/she hasn't completed satisfactorily.
- The behaviour record is discussed with the principal at least once each week by appointment.
- Weekly or fortnightly, meetings are pre-arranged with parents to discuss the behaviour record, progress being made, etc.
- Pupil Contracts will be used in conjunction with Behaviour Modification Schemes. The problems presented by the behaviour are set out in the contract, the solutions are set out and a reward agreed between pupil, teacher, parent and principal.

## **Appendix 4**

### **Research re Behaviour which informs our Policy Document.**

Some of the important quotations from research and philosophy which inform the learning of both teachers and parents.

1. All behaviour makes sense.
2. Children are subject to a wide range of social and emotional experiences which affect them to a greater or lesser degree. Behaviour is often a response to distressing experience. Behaviour, which can be proactive, alarming and distressing to others, and which adversely affects learning, can thus be a clue to the child's own distress. It makes a great deal more sense of much of the seemingly unreasonable or outrageous behaviour of many children if one bears in mind that they are often doing to others what they experience as being done to them, both externally and internally (Boston & Szur 1983)
3. It needs to be widely recognized that the problems of disturbed and disruptive children inadequately helped rapidly become the problems of society. Many mildly disturbed young people who are excluded from school could with adequate support be helped through their difficulties. Instead they are left rejected and turn in despair to the only

social groups that will give them self-esteem. They are the end result of a system which has failed to protect properly, to nurture, to educate.

4. Both the teacher and the pupil bring to the learning situation experiences from the past and expectations that are both helpful and destructive, derived from his/her history of experiences and relationships of which neither may be fully aware. (Saltzberger-Wittenberg 1983)

5. The outlook for the conduct-disordered child is poor and this behaviour can precede life-long behaviour and personality disorders.

6. Disruptive behaviour has a devastating impact upon teachers that can lead to considerable stress, anxiety and absenteeism within a group of mature, competent, professional people (Atkinson 1989)

7. Children need relationships based on trust, sensitivity and containment of anxiety.

### **Learning, relationships and behaviour are inextricably linked.**

Some key principles are shared by almost all developed models of behaviour.

- Behaviour has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- Behaviour can be learned. This means it can change.
- Behaviour takes place within a particular context and in relation to other people.

Understanding the context is central to understanding the behaviour.

- What teachers, other adults and other students do in response to a student's behaviour is critical in influencing the choices students make about how they behave.
- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
- The quality of relationships affects behaviour.

### **Influences on behaviour**

It is useful to think about influences on behaviour in terms of factors primarily within the person and those that are external or interpersonal.

#### **Within-person factors include:**

- age and stage of development
- personality and temperament
- personal history and experience
- physical, sensory or medical characteristics
- skills, ability to learn
- beliefs about self and others
- resilience and self-efficacy.

External and interpersonal factors include:

- parental and family patterns and relationships
- social networks, including friends and peer groups
- neighbourhood and community factors

- the status and standing of different groups in society
- school factors
- time, opportunity and support for personal and social development.

## **APPENDIX 5**

### **Student Council**

The Edmund Rice school encourages pupil involvement in the organizing of the school. A school is a community and pupil councils help to make this/her community harmonious and good to live in.

*Through the students' council:*

- Pupils make a positive contribution to the school environment and ethos.
- Every child learns to listen to others and to recognise themselves as a worthwhile individual with a right to be heard.
- Children learn self-confidence and social skills.
- From a young age, children are challenged to be responsible for their behaviour towards each other and towards their teachers and helpers.
- Contributing to their class and school community allows children to grow in self-esteem.
- Every child learns from their own experience how to contribute to society as a whole and what it means to be an active citizen.

### **Aims**

1. Encourage active participation in democracy
2. Encourage the feeling of a safe and caring community amongst the student population.
3. Encourage ownership of the school community amongst the student population
4. Prevent bullying from taking place
5. Identify bullying that is taking place
6. Identify the concerns of the student population
7. Encourage expression of ideas
8. Encourage a non-violent, non-confrontational approach to the solving of problems .

### **Composition**

- The student council is made up of two representatives from each class group. One student is elected by the pupils and one student is appointed by the teacher of each class as an honour.
- The term of office for a student council is one school term.
- The student council will meet once each week for 30 minutes.
- One member of staff will take overall responsibility for the student council.

### **Election Procedure**

- Each council member elected by the class must firstly be nominated and seconded by the pupils of the class.
- A simple secret vote then takes place.
- The teacher announces the teacher nominee after the election takes place.

### Class meetings

Teachers are asked to encourage the following skills of democracy with their classes:

Thinking ; Listening ; Discussing ; Choosing ; Agreeing

- Discuss acceptable behaviour with students and agree certain basic guidelines - the 'class rules'.
- Discuss general democratic principles – rights and responsibilities.
- Discuss how an election of pupils will work and discuss the role of a student council.
- Have the student council representatives make a short presentation to the class after the student council meetings each week.
- Discussions may also take place at class level prior to student council meetings.

### APPENDIX 6

#### S.A.L.T. Programme

The SALT programme is based around 4 simple rules that are used whenever there is a difference of opinion or argument in the school grounds.

**Stop** : Pupils are taught NOT to use physical force of any kind or abusive language to each other and parents are asked never to encourage their children to 'hit back' when involved in a conflict situation. Every action produces a reaction. Pupils will instinctively 'react' to insult or to being struck. This can lead to even greater problems. We teach our pupils NOT to react to incidents but to report to an adult and then to discuss all issues to find resolution.

**Ask** : – both parties in a conflict are asked about what happened

**When dealing with conflict teachers are strongly advised to**

- (a) remove the pupils involved to a quiet area where there isn't an 'audience'
- (b) Only have one adult dealing with the situation as when a number of adults get involved it can become intimidating to the pupils concerned and merely add fuel to the conflict.
- (c) allow time for the pupils concerned to calm down before talking through the situation.

**Listen:** – pupils are encouraged to listen to each other and the teacher involved listens fairly to each side of the conflict and asks appropriate questions.

**Talk** – pupils talk to each other and to the teacher until a resolution is arrived at. In all cases, it is important that apologies are made for any wrong-doing in

keeping with our restorative practices policy. Pupils cannot return to normal play in the yard until the problem has been resolved and pupils have shaken hands with each other.

**Pupils are taught the following rules regarding anger :**

It is OK to be angry BUT...

It isn't ok to hurt yourself when angry.

It isn't ok to hurt others when angry

It isn't ok to hurt property when angry (i.e. to damage property. )

**Appendix 7 - Legal Considerations**

**This Code of Behaviour has been drawn up with reference to the NEWB**

Guidelines for Schools in Developing a Code of Behaviour. 2008 and to the following pieces of legislation :

**The Constitution of Ireland** The rights of parents and of the child in the matter of education as set out in Articles 42 and 44.2.4. of the Constitution of Ireland must be respected as fundamental in the school code of behaviour. The requirement for fair procedures derives from Articles 4.3 and 42.4 of the Constitution of Ireland.

**The UN Convention on the Rights of the Child (1989)**

This Convention, ratified by Ireland in 1992, provides that the State shall ensure that school discipline is administered in a manner consistent with the dignity of the child. The Convention requires that the voice of the child must be heard on matters that affect them, having regard to the age and maturity of the child.

**Education Act 1998** Key provisions relevant to the code of behaviour provide for:

- access to records (section 9(g))
- publication of policies (section 15(2))
- the responsibilities of the Board of Management (sections 14–21)
- the Principal's responsibility for setting objectives (sections 22 & 23)
- information for students and Student Councils and student involvement (section 27)
- provision for appeals (section 29).

**Equal Status legislation** The *Equal Status Acts 2000 to 2004* apply to primary and post-primary schools. The Acts promote equality of opportunity and prohibit discrimination, harassment and sexual harassment on these nine grounds:

- gender
- marital status
- family status
- sexual orientation
- religion
- age
- disability
- race

- membership of the Traveller Community.

They require reasonable accommodation for people with disabilities and allow a broad range of positive action measures. These Acts also prohibit victimisation of any person who makes a complaint about discrimination, who opposes any acts that are unlawful under the equal status legislation, or who gives evidence in proceedings under the *Equal Status Acts 2000 to 2004*, or who gives notice that they intend to do any of these.

#### ***Ombudsman for Children Act 2002***

The Ombudsman for Children is empowered to investigate any action taken by, or on behalf of, a school in connection with its functions under section 9 of the *Education Act 1998*, where the school's own complaints procedure has been exhausted.

#### ***Education of Persons with Special Needs Act 2004 (EPSEN Act)***

The *EPSEN Act 2004* provides for the provision of education plans for students with special educational needs (SEN). Under the Act, children with SEN will be educated "in an inclusive environment with children who do not have SEN", unless this should be inconsistent either with the best interest of the child, or with the effective provision or the other children.

#### ***Non-Fatal Offences against the Person Act 1997***

The *Non-Fatal Offences against the Person Act* removes the legal immunity of teachers from criminal liability in respect of physical chastisement of students (section 24).

Section 15 of the Act forbids false imprisonment.

The Act also forbids threats, intimidation, assault and the use of force

#### **Health and Safety legislation**

The legislation requires Boards of Management, as employers, to provide in as far as reasonably practicable, a safe place of work for employees. The Boards of Management are also required to ensure, as far as reasonably practicable, that students, parents and visitors, who may be on the school premises, are not exposed to risks to their health and safety. The legislation further requires the Boards of Management to conduct their business, as far as reasonably practicable, in ways that prevent improper conduct or behaviour likely to put the safety, health or welfare at work of employees, or the health and safety of students, parents or visitors, at risk.