



Code of Behaviour **(Policy and Procedures)**

Ratified at BOM Meeting on 23rd September 2020

Signed Chairperson of Board of Management

Signed Principal

Date

Date of next review

Code of Behaviour

Rationale

This policy promotes the wellbeing and safety of all our children and will contribute to the creation of a comfortable and happy learning environment.

The values of care and respect are at the core of the policy and procedures, linking the day-to-day life of the school into its mission statement and the mission statement of Educate Together: Learn Together to Live Together.

We recognise that children at primary school age are developing their social and behavioural skills as well as a positive sense of their own self-worth. This learning is best nurtured through the experience of respect and care from significant adults in their lives.

We will encourage and support the children's understanding of positive behaviour through classroom work, discussion and example. In this way, the children will become aware of their rights and responsibilities.

As far as we can, we have endeavoured to present the policy and procedures in a positive rather than a negative way. They will be implemented within the context of a caring environment, and will allow for consideration of individual needs and situations. Every effort will be made to implement this policy in a fair, reasonable and consistent manner.

In keeping with the characteristic spirit of our school this Code of Behaviour document recognises the professional autonomy of the teaching staff alongside the pivotal role and involvement of parents/guardians.

Guiding principles

- The Board of Management, principal, staff, parents/guardians and children have responsibilities at different levels for behaviour in the school.
- Everyone should have opportunities to learn how their commitment to, and their relationship with the school can impact on behaviour and learning.
- The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings with children and with each other.
- The standards should be clear, consistent and widely understood by the whole school community.
- The foundation of positive learning behaviour is effective teaching, and an inclusive and engaging curriculum.
- As part of this curriculum the children are given opportunities to explore how people should treat each other.
- Classroom management and teaching methods have a strong influence on children's behaviour.

This Code of Behaviour applies to all aspects of school life, including behaviour on school tours, on the school bus, at extra-curricular and other school-linked activities, and at all times when people are representing the school. Outside of school, where the behaviour of any child impacts negatively on another member of the school community, the school may also have a role to play in dealing with this behaviour.

This policy is directly linked with other school policies including:

- Anti-bullying
- Anti-racism
- Positive staff working relations
- The Teaching Council's Codes of Professional Conduct for Teachers
- Complaints procedure for parents

All members of the school community are expected to behave in ways that show respect for others. The positive values that underpin this are:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness and forgiveness
- Readiness to use respectful ways of resolving difficulties and conflict

Expectations for Children

Work Ethic and Co-operation in the Classroom

- Respond co-operatively to teachers, adult helpers and peers
- Work hard
- Let others work without interruption and respect quiet times
- Attend school regularly and punctually

Respect for the Rights, Health and Safety of Others

- Respect the personal space of others, keeping to the appropriate distance as prescribed by the DES wherever possible
- Practise good Covid-19 etiquette (re: hand sanitising, coughing, sneezing, spitting)
- Look after your own property – everyone has the right to his/her property being left alone
- Consider others' feelings – be kind with your comments
- Listen and allow for other opinions and difference
- Share – take turns - include others
- Be fair and honest

Care for the environment

- Always put litter in the bin
- Take care of our environment (physical space/property – inside, outside and beyond)

At the beginning of each school year, the children will formulate and agree a **Class Positive Behaviour Agreement/Charter**, with the help of their teacher. The areas this focuses on are:

- Safety
- Learning
- Communication
- Respect

As well as outlining a set of agreed rules for the class, it also includes the agreed rewards for good behaviour for the particular class group.

Rewards

Rewards are used as a strategy to affirm and promote good behaviour. They should be:

- meaningful to the individual child or group
- made relevant to children with differing learning needs
- used to acknowledge behaviour that is valued and wanted
- closely linked in time to the specific behaviour
- sensitive to personal developmental and cultural factors
- given for effort and not only for achievement
- used consistently and by all teaching staff
- inclusive and not discriminatory
- seen as attainable by all students

Rewards are part of an overall school and class strategy and may include the following:

- Verbal praise
- Tokens towards a reward– earned according to classroom system (e.g. Golden cards/stars/Dojo points)
- Golden Time – earned over the week as a class group.
- Mention in homework journal
- Public record of achievement at an assembly or via an intercom announcement (e.g. for a class doing well at social distancing when moving around the school)
- Certificates of merit – awarded for effort/kindness/positive attitude/independence

Response to inappropriate behaviour

A problem-solving approach is implemented, keeping the relationship with the child as positive as possible, linking in with parents/guardians at an early stage and following an agreed ladder of intervention (see below).

Sanctions should always be fair, consistent, proportionate and appropriate to the behaviour. The teacher will help the child to understand the consequences of his/her behaviour and promote an understanding of more positive responses.

| Classroom | Playground |
|--|---|
| Step 1: Verbal warning | Step 1: Verbal Warning |
| Step 2: Persisting with misbehaviour: yellow card as a reminder | Step 2: Stand out for 5 – 10 minutes |
| Step 3: Withdrawal of an agreed reward (e.g. Dojo points, Golden time, additional outdoor time*) | Step 3: Yard Behaviour sheet filled in |
| Step 4: Behaviour record sheet filled in** Parent/guardian informed via phone call | Step 4: Principal meets with any child if he/she has frequent Yard Behaviour sheets |
| Step 5: Meeting with principal | |

Notes:

*If children have not been cooperating in class, they may miss part of their additional outdoor time in order to complete unfinished work. If this applies to individuals only, they will be supervised by the SEN teacher for the particular class group.

**While we generally consider every day to be a fresh start, if a child gets to Step 4 three times in one term, this will require a meeting with parent/guardian. When parents/guardians are notified, it is done with a view to working together with the school in assisting the child to modify his/her behaviour.

There are agreed methods of recording and tracking inappropriate behaviour:

- Class Behaviour book (used especially for suspected bullying incidents)
- Behaviour record sheets
- Yard Behaviour sheets

Notification of a child's absence from school

In accordance with the Education Welfare Act 2000 (section 23 (2) (e) and section 18, Rush and Lusk Educate Together has specific procedures for the reporting of children's absence from school:

- Parents/guardians are expected to submit a written explanation for a child's absence on the first day that the child returns to school. This explanation is given to the teacher and is kept for the year in his/her files. The reason for absence is also entered into the daily roll-book via the Aladdin system.
- While a telephone explanation from the parent is also acceptable, parents are encouraged to submit a written explanation. The school secretary is responsible for passing on telephone messages which are then recorded as above.
- In the event of prolonged absence due to illness the parent is expected to submit a doctor's medical certificate.
- Where it is known that the child will be absent for reasons other than illness, parents are expected to fill out a form stating the reason for absence and the dates the child will not be in school. This form is also kept on file by the teacher until the end of the school-year.
- If a parent does not provide an explanation for absence, a reminder note is sent home, to be completed and returned to the school immediately.
- If a child is absent for twenty school days within a school year, the record of absence is sent to the Túsla, and parents are informed by letter about this.
- At the end of the school-year, all absence notes for children are kept in the school archive room.

Suspension/Expulsion

Suspension should be a proportionate response to the behaviour that is causing concern. The following may warrant suspension:

- Behaviour having a seriously detrimental effect on the education of other children (e.g. persistently disrupting learning in the classroom, bullying and racist behaviour)
- Threat to the safety of others due to a child's continued presence in the school (e.g. verbal/physical abuse of adult or children, serious danger to the child him/herself or to others by being in possession of dangerous substances)
- Serious damage to property.

The Board of Management endorses all legal and procedural requirements for suspension and expulsion as set out by the NEWB in "Developing a Code of Behaviour: Guidelines for Schools" (2008) and will follow all procedures laid out in chapters 10-12 of the above in dealing with a case of serious misbehaviour (see www.newb.ie for full details).

Certificate of Co-Operation with the Positive Behaviour Policy

The safety and wellbeing of all children attending our school is of utmost importance to us. With this in mind, a Code of Behaviour was initially drafted in compliance with the NEWB Guidelines (2008) and ratified by the Board of Management, 22nd Sept 2010. It was subsequently reviewed and amended following consultation with staff, and ratified on 23rd September 2020.

In accordance with the school's Admissions Policy, all children attending Rush and Lusk Educate Together are required to cooperate with and support the school/Board of Management's Code of Behaviour, Anti-Bullying and Anti-Racism policies.

The Board of Management places the responsibility on parents/guardians to ensure that their child cooperates fully in an age-appropriate way.

We request that parents/guardians read the policy carefully with their child/children, discuss the contents in an age-appropriate way and sign the certificate below.

I confirm that I have read this policy with my child _____ ,
that we have discussed the contents together and that we agree to uphold this
policy for the duration of his/her time at Rush and Lusk Educate Together N.S.

Signed: _____

Date: _____

(Please keep the policy document safely at home for future reference.)