

Shronell N.S.



Code of Behaviour



Shronell National School

Code of Behaviour

Reviewed by staff of Shronell N.S 30th August 2011.

Reviewed by staff of Shronell N.S 19th September 2012.

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Reviewed by staff of Shronell N.S. 17th September 2019

Related Policies available on request:

1. Anti-Bullying
2. Health & Safety Statement
3. Admission and Participation (Enrolment) Policy
4. Child Safeguarding statement.

Introduction:

This school has a central role in the pupils' social, emotional, cultural, physical and moral development just as it does in their intellectual development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards throughout the school life of the pupils, and to equip them with requisite skills that will carry them into the future.

The pupils bring to school a wide variety of behaviour. In school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Pupils need standards of behaviour set for them in order that each pupil feels secure and develops the skills to work collaboratively and in cooperation with others. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents are expected to co-operate with the school by encouraging their children to understand the need for standards of behaviour acceptable at school, by visiting the school, and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each pupil is accommodated while at the same time acknowledging the right of each pupil to education in a safe, secure environment.

This revised Code of Behaviour comes into effect on _____.

The code has been considered by the Parents Association, the Pupil Council, Staff, and approved by the Board of Management. The code is mindful of the Curriculum, the school's Health & Safety Statement, Anti-Bullying Policy, Admission and Participation Policy and Child Safeguarding statement.

Our “Golden Rules” were devised following consultation with the children. These were compiled from the list of agreed rules in the various classrooms. The children were asked to consider:

What should children do?

How can teachers help?

How can parents help?

...to make our school a place where everyone

- Feels safe
- Is able to learn
- Belongs
- Is respected
- Respects others

These rules apply to all children at all times while in school.

Golden Rules

1. Always do as a teacher asks immediately.
2. Be safe! Keep your hands and feet to yourself.
3. Always show respect to yourself and others.
4. Always try your best and allow others to do the same.
5. Respect / take care of school property and your own belongings.
6. Take responsibility for your own learning including bringing materials to school.

These are displayed around the main areas of the school.

What behaviour do we expect from the children?

General rules:

- Children can follow instruction immediately, without question.
- Verbal / physical abuse of another person is never acceptable.
- Proper school uniform should be worn, including P.E. tracksuits and runners on P.E. days (no football boots (in the classroom) or no heelies, rings / hoop earrings in school).
- All rules apply inside and outside the classroom.
- No child should ever enter the staffroom without permission.
- Children should never touch a teacher's table.
- Do not interrupt adults unless there is an emergency.
- Do not interrupt each other.
- Children from 1st class upwards are responsible for having / minding their own pencils / copies / belongings.
- All property, school as well as personal should be treated with respect.
- Keep your hands and feet to yourself.
- Younger children are expected to return stationary when requested
- Mobile phones are strictly prohibited and if found will be confiscated.
- Pupils must work in co-operation with the staff of the school at all times. They are expected to be courteous, respectful, kind, and helpful to each other, the teachers, substitute teachers, ancillary staff and all visitors to the school.
- Children are encouraged to be truthful and honest in their dealings with staff and with one another.
- Aggressive behaviour towards a staff member or a fellow pupil will not be tolerated.

- Conduct which in any way threatens the safety or wellbeing of an individual or a group is not permitted. This includes rough behaviour such as fighting, kicking, tripping, shoving, pushing, dragging and spitting.
- An assault by a pupil against a member of staff or another pupil is a crime and will be taken very seriously by the school authorities and the Gardaí.

On arrival at school:

- Be on time.
- Line up appropriately.
- Walk in silence to the classroom.
- Parents remain outside.
- Remove coats in the cloakroom, not in the line.
- Remove coats, sit down and be ready to work.

During the instruction part of a lesson, children should:

- Be seated with feet flat on the floor.
- Be looking at teacher.
- Have empty hands.

During the interactive part of the lesson children should:

- Raise their hand silently and wait.
- Put their hand down when someone else is speaking.

During the active part of lesson:

- During pair / group work children should speak with a lower tone and with respect.

- Individual work should be done in silence.

Going to the toilet:

- 1 person in the toilet at any time.

Transition times (changing from one subject / activity to the next):

- Follow classroom routine (e.g. egg timers, only leader stands up etc.).

Messengers / visitors:

- Messengers should knock, enter then wait for teacher.
- Class should continue to work / sit / wait quietly.
- Messengers should be sent in pairs

At lunchtimes children are expected to:

- Sit down in their seat.
- Eat their lunch and clean up afterwards.
- Take all rubbish home with them.
- Eat their own lunch.
- Line up quietly and walk out in silence.
- Remain seated when staying in on wet days.

In the yard children should:

- Refrain from rough / dangerous activity.
- Play safe and fairly

- Remain in their designated yard at all times during breaks staying within the boundaries of the yard/field.
- Never re-enter the school building during breaks without permission.
- Use of skipping ropes / scarves should only be for their intended purpose.
- Line up immediately once the bell goes.
- Keep the yard litter free

Returning from outside school activities after 2.30:

- Children are not permitted to enter the school unsupervised outside of school hours. They must be accompanied by an adult if access is required to the school.

Out-Of-School Behaviour:

- The standards and rules contained in this code of behaviour apply in any situation where the student, although outside the school, is representing Shronell N.S. Examples include school tours, games, school-linked activities and attendance at events organised by the school.

Covid-19 Control Measures

- The Board of Management has, under guidance from the Department of Education, implemented a number of measures intended to control the spread of Covid-19. These measures are detailed in the school's response plan and the Covid-19 risk assessment. All pupils are required to comply with any Covid-19 control measures that the school has in place. These measures may change from time to time, according to advice received from the Department of Education and the public health authorities. Any changes will be communicated to parents. Pupils will be supported in adhering to the measures by their class teachers and

other school personnel. Pupils who persistently fail to comply with the measures may be subject to disciplinary action under this policy.

What do we do to promote this (expected) behaviour?

Proactive strategies could include:

- ❖ Clear rules agreed upon, taught, displayed and regularly revised across the school.
- ❖ Rules to be revisited every week.
- ❖ Focus on a rule per week. Student of the week award for making an effort with that particular rule
- ❖ Planning for transitions; give me 5, countdowns, timers, song, poem, concentration game, hands up, clap hands.
- ❖ Having predictable schedules and routines, timetable written/visual on board daily.
- ❖ Careful placement of children in relation to teacher.
- ❖ Working the room.
- ❖ Listen / Talk / Work – displayed and highlighted as appropriate.

Building positive relationships with the children by:

- ❖ Greeting children personally on arrival and departure.
- ❖ Recognising birthdays.
- ❖ Using dialogue journals(for communication with the teacher).

- ❖ Using a listening bear / top dog.
- ❖ Using interest surveys (parents can fill these out with their children).
- ❖ Increasing parent communication opportunities – mornings for displaying art / singing / drama / Gaeilge/ etc. Notice board displays etc.
- ❖ Using regular, sincere and specific praise and encouragement.
- ❖ Teaching children to give and receive praise (compliment circle, compliment sheet).
- ❖ Devising and teaching a social skills programme.

Ensuring a positive school environment by:

- ❖ Keeping classrooms neat, orderly and in good repair.
- ❖ Encouraging the children to assist in keeping the classrooms and yard neat and tidy.
- ❖ Having welcome signs displayed in the school.
- ❖ Having aesthetically pleasing appropriate displays throughout the school.

Incentives / Motivators / Privileges could include:

- ❖ Use of stickers / stamps / stars (1st class upwards may have a system where they can trade a certain amount for a prize / privilege).
- ❖ Earning a “sit beside a buddy pass”.
- ❖ Earning a “homework pass” (student of the week awards).

- ❖ Wheel of fortune.
- ❖ Happy grams / smiley face cards / certificates / positive notes home.
- ❖ Special privileges; read favourite book / play favourite music to class.
- ❖ Earning extra 5 minutes of break time.
- ❖ Earn a work break.
- ❖ Badges / rosettes / star of the week (responsibility for jobs).
- ❖ Class sit where they like for 5 minute conversation with friends.
- ❖ Raffle tickets Winners get prizes from lucky dip.
- ❖ Friday evening award (certificate) related to rainbow gauge system.
- ❖ Golden time activities.
- ❖ Regular assemblies, use as a forum for rule reminder / praise / presentation of certificates to students who are making a good effort to obey the rules etc.

(Incentives to be decided by each class teacher, taking into account: age appropriateness, interests of children and benefits for learning)

What do we do when our expectations are not met?

Levels of intervention

1. Support for all
2. Additional support for some students
3. Specialised support for a small minority of students.

The level of intervention required will be judged by the teachers and / or Principal based on common sense and professional judgement. Sanctions will be proportionate to the nature and seriousness of the behaviour and will take into account:

- The frequency, duration and persistence of the behaviour.
- Whether it is part of an escalating pattern of poor behaviour.
- The context of the behaviour.
- Problem Solving Approach

Problem Solving Approach

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 to deal with behaviour.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the student as positive as possible: involve the student and parents.

1. Support for all

Examples of steps to be taken by teachers when dealing with minor misdemeanours:

- Ignore (where appropriate)
- Use proximity praise (praising children behaving as requested)
- Change task / focus
- Verbal reprimand/reasoning with pupil
- Apologise (give the child an opportunity to be responsible for their behaviour and a chance to learn from the incident. Apologies may be verbal, physical gesture of a hand shake or in written form).
- Use the rainbow gauge system (see below)

The "Rainbow Gauge" system is in use throughout the school as a response to inappropriate classroom behaviour and as a means to enable parents to be aware on a daily basis of how their child is behaving in class.

Rainbow gauge system:

Green:

Ready to learn

(Children should aim to remain here for the duration of the school day.)

Yellow:

Warning

(Children should show they regret misbehaving by trying their best not to be moved any further down the gauge.)

Orange:

Work alone/ Thinking chair

(All stages of the gauge from this point on are considered serious as children reach this point as a result of serious or repeated misbehaviour)

Red:

Reflection

(Children are not permitted to take part in golden time activities and will be sent to another room to work quietly for the duration of golden time. After this a reflection sheet must be filled out by the child and signed by the parent).

Black:

Note home to be signed by parent

(A note is sent to the child's parent to be signed or the parent is contacted directly.)

*in the senior room the pupils and teacher may reach an agreement to reduce golden time as children move down the colours i.e. minus 10minutes on yellow and minus 20minutes on orange, this is taking into account the children's age and expected behaviour.

- Everyone starts each day/week on green (depending on class level).
- Children's names/photographs are displayed and moved to the next colour as necessary.
- Parents are informed of persistent misbehaviour.
- Spot prize (certificate) can be awarded at discretion of teacher for those seen to be making a special effort.
- Special certificate may be awarded by principal, at assemblies, to children who are seen to be making an extra effort in any aspect of school life.
- Rainbow gauge applies to children attending support teachers (with allowances where appropriate). Class teacher will be informed if a child is to be moved to the next step.

2. Additional Support for Some students

Serious incidents may bypass level 1 and the rainbow gauge system. This may lead to any of the following steps (in no particular order):

- Send to Deputy Principal
- Send to the Principal
- Principal sends note in Journal to be signed by parent.
- Principal meets with one / both parents.
- Child being sent home.
- Formal report to the Chairperson of Board of Management and parents requested to meet with Chairperson and Principal.

➤ **Time out.**

(Followed by filling in a “reflection sheet” for older children)

Used for cases of defiant, aggressive, destructive or dangerous behaviour. After “time out”, the child is put on red or black at the discretion of the teacher.

Timeout - temporary separation from peers as follows:

- Infants will do timeout in 1st/ 2nd/3rd/ classroom
- 1st/2nd/3rd will do timeout in 4th/5th/ 6th classroom
- 4th /5th /6th will do timeout in infants classroom

➤ **Incident book**

This is a formal record of serious or consistent misbehaviour that is kept in the office.

➤ **Class incident books**

These are the class teacher’s record of when children are persistently misbehaving; a meeting is called with parents, teacher and principal to:

- Explain the problem.

- Give parents a chance to discuss the issue.
- Talk about how it might be solved.
- Agree on ways / times to review behaviour

➤ **Behavioural Support Plan**

This may be necessary for some children who are consistently not responding to the system in place.

3. Socialised Support for a small minority of students

1. Chairperson / Principal to sanction immediate suspension pending discussion with parents. Suspensions can provide a respite for staff and the student, give the student time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour. The decision to suspend a student requires grounds such as that:
 - The student's behaviour has had a seriously detrimental effect on the education of other students
 - The student's continued presence in the school at this time constitutes a threat to safety
 - The student is responsible for serious damage to property.
 - A single incident of serious misconduct may be grounds for suspension.
 - Formal written records will be kept of the investigation, decision and rationale for the decision, the duration of the suspension and any conditions attached to the suspension. The Principal will report any suspension to the Board of Management and the National Educational Welfare Board.
 - If a child is being suspended, it will be for a period of up to 3 days.

2. Exclusion will be considered in extreme cases of unacceptable behaviour in accordance with Rule 130 (6) i.e. No pupil can be struck off the rolls for breaches of discipline without prior consent of patron and until alternative arrangements are made for enrolment of pupil at another suitable school in the locality.

A copy of the code of behaviour is available on the school website.

Teachers will each have a “discipline pack” containing the following:

- Incident Book
- Homework passes
- Sit beside your buddy passes
- Parent / teacher forms / happy grams / awards
- Reflection sheets
- Procedure for “Time Out”
- Interest survey
- Certificate templates

To be displayed in each classroom:

- Class rules (Devised with the children in September, stated explicitly in age appropriate language)
- “Time Out/Thinking Chair” area
- Behaviour rainbow gauge system with a photograph/Name of each child

Behaviour in the Yard

Golden rules also apply in the yard. Children who break rules in the yard will be put at the wall at the 'stop and think zone' where visible to teacher on duty. Supervising teachers will report serious misbehaviour to the child's class teacher who will make a record in the class incident book. Children will be sent to the principal for particularly dangerous or defiant behaviour in the yard, the behaviour noted in the incident book and / or parents contacted.

If children fail to line up properly after the bell has rung, they will be given a warning and their class can't win bonus yard time. If this is noted to be happening on a regular basis they will be sent to the principal who may contact the child's parents.

Rules for the STOP AND THINK ZONE (put against the wall):

1. Stand straight.
2. Make no contact with the other children when you are in the zone.
3. Children are permitted to walk up and down by the wall for the purpose of exercise, however, are not permitted to engage with others.
4. Make no contact with a child standing at the wall. (children who break this rule will be put in the zone themselves)
5. Only leave when the teacher tells you your time is up. (Teachers will use discretion when allotting time depending on the misdemeanor and the age of the child)

6. Failure to follow these rules will be recorded in the incident book, the principal will be informed and parents contacted if this persists.

➤ Classroom misbehaviour is dealt with using the rainbow gauge system.

Children are not detained at break times or put at the wall for classroom misdemeanours.

➤ Bonus yard time can be given to classes for good behaviour in the line.

This Code of Behaviour was ratified by the BOM of Shronell NS at its meeting on:

Date: _____

Signed: _____

(Chairperson of Shronell NS BOM)