



Our Lady of Consolation National School

Policy Summary Details:

Policy Title:	Code of Behaviour
Version Number:	1
Written/Adopted Date:	
Written by:	Board of Management, Staff and Parents
Date Shared with Staff:	14/3/2018
Date Ratified by BOM:	April 2018
Review Date:	April 2018

Rationale

This Code of Behaviour has been devised by the school principal in consultation with all staff members, the members of the Board of Management, the senior students, the Parents Association and the entire parent body. It was devised during the second term of 2017-2018 school year.

Aims of the Code

Our policy aims to

- create a happy, safe, caring and secure school environment for our children
- ensure efficient operation of the school through a structured whole school approach to good relationships and behaviour management
- create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and wellbeing of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of promoting good behaviour and dealing with incidents of poor behaviour are implemented in a fair and consistent manner throughout the school
- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To encourage the involvement of both home and school in the implementation of this policy

1. Whole school approach to positive behaviour

In Our Lady of Consolation we look for our high fives.

1. We are kind and helpful and gentle
2. We listen
3. We are honest
4. We work hard
5. We look after property

These rules are communicated to the children in a variety of ways including school assemblies, SPHE lessons and class discussions.

School Rules and Safety Procedures

The following list outlines school routines and safety procedures which we highlight to our children on an ongoing basis.

- We walk quietly and sensibly inside the building.
- We come to school on time every day.
- We wear our full school uniform or tracksuit every day.
- We do our homework well every night.
- When we are outside the classroom, we always stay where our teacher can see us.

Staff

All school staff are committed to recognising and promoting the high five strategy. This involves noticing it, commenting upon it and sharing it with others.

“Look how well (name of child) is putting the things away”

“Well done (name of child) for lining up so quietly and sensibly”

“Thank you (name of child) for being so polite” etc.

Staff will refer children who are behaving or learning well to other adults in school for them to reinforce the praise that is being given.

We treat all children with respect and dignity. We avoid comments that would undermine a students' self-confidence at all costs.

The schools SPHE curriculum is used to support and build positive relationships. It helps our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Board of Management

The Board of Management has ultimate responsibility for the maintenance of desirable standards of behaviour in the school. In consultation with the Principal, they ensure the application of a fair Code of Behaviour and discipline within the school.

Families

We recognise that when a child's family and school agree and work together the child is more able to behave well because the child is receiving consistent and supportive messages.

2. Positive strategies for managing behaviour

We want to provide a calm and caring environment for all.

Our approach to good behaviour in Our Lady of Consolation is based on the understanding that positive actions are more effective than negative ones. We aim to be proactive rather than reactive in our approach by using a range of methods including those in the incredible years programme to help children to learn, recognise and adopt behaviour that is positive and rewarding.

We use the following strategies to promote Positive Behaviour;

- Praise & recognition
- Stamp & sticker systems
- Dojo points
- Assembly – reinforcement lessons such as showing examples of songs, poems and acknowledgement of positive behaviour
- Whole school acknowledgement of positive behaviour
- Reward systems in the class for positive behaviour (additional yard time, Golden time, Homework Passes, ball pool time etc.)
- Behaviour contracts
- Visit to another teacher or the Principal for praise of good behaviour or neat work
- Variation motivational strategies & reward systems within each classroom
- Card system – Green cards

Praise

We believe that praise is the most powerful tool in maintaining high standards of behaviour. Children who behave well and appropriately are praised as often as possible. Praise is freely given, specific and is targeted to actions.

Praise may be given by means of any of the following:

- A quiet word or gesture to show approval;
- A comment in a child's copy or book;
- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;
- A reward system – student of the week/green cards/stickers etc;
- Special mention at assembly;
- Delegating some special responsibility or privilege;
- A mention to parents
- Green cards

Strategies for dealing with unacceptable behaviour

The use of sanctions or consequences will be characterised by certain features;

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It will be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment will be avoided as it breeds resentment
- There should be a clear distinction between minor and major offences

- It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately.

- Reasoning with pupil
- Verbal reprimand (including advice on how to improve)
- Temporary separation from peers within class and/or temporary removal to another class
- Prescribing extra work/ writing out the story of what happened
- Loss of privileges
- Detention during break with extra work prescribed
- Communication with parents
- Referral to Principal and or Deputy Principal/ member of the ISM Team
- Principal communicating with parents
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Teachers will keep a written record of all serious misbehaviors as well as a record of improvements in the behavior of disruptive students.

Sanctions will relate as closely as possible to the behaviour. Therefore a child, who does not do his work in class or has not completed his homework, may be detained at break time to finish the work.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health & safety.

Support will be available to staff managing challenging behaviour from the SESS and senior staff members if required.

Standard Procedure for Playground Sanctions

- The adult issues a verbal warning to the child.
- If repeated, the child may be issued with a time-out to stand by the wall for up to five minutes.
- Staff on duty will inform the class teacher at the end of yard.

3. Suspension/Expulsion Procedures

What if your child's behaviour causes serious concern?

Children in Our Lady of Consolation usually behave well and relationships are good. However we do recognise that for some children good behaviour can be difficult and impacts on their own and others learning, safety and well-being. For these children we may need to adopt a specific course of action to help the child learn how to behave appropriately. We aim to intervene early and positively, tackling issues using a problem solving approach.

In compliance with the Education Welfare Act, 2000, the following specifies the procedures to be followed before a student may be suspended or expelled from our school and the grounds for removing a suspension imposed in relation to a student.

Suspension

We regard suspension as a last resort sanction, having followed our procedures for dealing with misbehaviours and trying all possibilities available to us. Normally, other interventions will have been tried before suspension, and school staff have reviewed the reasons why these have not worked. In accordance with our standard procedure, outlined above, parents would be contacted at the earliest opportunity with regard to misbehaviours.

Suspension should be a proportionate response to the behaviour causing concern. The decision to suspend a student requires serious grounds such 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

In the event of a suspension being deemed necessary, parents will be contacted immediately to discuss the matter with the Principal. Suspensions will only be deemed necessary for repeated and/or very serious acts of misbehaviour, up to and including violent and aggressive outburst towards other children and staff. The Board of Management has delegated the authority to suspend children to the school Principal, who will ensure that fair procedures are implemented. Careful notes and records should be kept by the Principal of the investigation and decision making process.

Before suspension, we will refer to the Developing a Code of Behaviour – Guidelines for Schools document published by the NEWB. We will refer in particular to the checklist on page 72 to ensure all other options have been exhausted.

Parents and children will be advised on their right to respond to an incident before any decision making takes place or before a sanction is imposed. Parents will also be informed of their right to appeal any suspension to the Board of Management, and under Section 29 of the Education Act to the Minister of Education.

A decision to suspend will be communicated to the parent/carer in writing. Parents are always notified of the reason for and length of the suspension and have the right to appeal to the Board of Management. The Principal is also responsible for informing the Education Welfare Officer as appropriate.

A child who has been suspended for a period will be brought to school by their parent/carer to attend a reintegration meeting with the Principal. The children will then be permitted to re-join the class, with an appropriate behaviour plan in place to enable the child to be successful and start back "on a clean slate".

The BoM agrees that the Príomh Oide (or in her absence the Deputy PO) may authorise a one day suspension where there is a clear and serious breach of Code This to be reported at the next meeting of the BOM.

The Príomh Oide (or in her absence the Deputy PO) may after consultation and agreement with the Cathaoirleach authorise a suspension of not exceeding 3 days. This will be reported at the next scheduled meeting of the BOM.

Expulsion

Very rarely it may be necessary to permanently exclude a child from school. This decision will be made by the Board of Management in compliance with Section 24 of the Education Welfare Act, 200, and in accordance with the procedures and guidance outlined in the Developing a Code of Behaviour – Guidelines for School document published by the NEWB, pages 80-87 inclusive.

4. Keeping records

Any incidents of poor behaviour in the classroom are recorded by the teacher. Parent Teacher meetings and school reports provide opportunities for teachers to discuss behavioural issues with parents.

5. Procedures for notification of student absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence. Parents will be informed in writing when their child has been absent for 10+ days of school. Under current legislation, the Educational Welfare Officer will be informed when a child has been absent for 20 days in a school year.

6. Roles and Responsibilities

Success Criteria

The success of this policy will be measured through a range of practical indicators including:

- Observation of positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from staff, parents and children

Roles and Responsibilities

- The Board of Management will oversee the policy's implementation and will review its progress periodically.
- The entire school community are responsible for the implementation of the policy, particularly the Principal, staff and children.
- The implementation of the reviewed policy will be coordinated and monitored by the leadership team and the Principal.
- Children will be an integral part of the implementation of the reviewed policy and of the future amendments to the policy.
- Parents can access the policy on the school website and agree upon enrolment to cooperate with the policy's implementation. We encourage high standards of communication with parents and invite them to contact us at any time to arrange a meeting.

7. Ratification, Communication and Review

This policy was ratified by the Board of Management in April 2018 and will be reviewed by annually.

The Board of Management of Our Lady of Consolation decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.

It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*

1. *The standards of behaviour that shall be observed by each student attending the school;*
2. *The measures that shall be taken when a student fails or refuses to observe those standards;*
3. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
4. *The grounds for removing a suspension imposed in relation to a student; and*
5. *The procedures to be followed in relation to a child's absence from school.*

Signed : _____
Eamonn O Dulainn

Chairperson of Board of Management

Date: _____