

# WICKLOW EDUCATE TOGETHER NATIONAL SCHOOL CODE OF POSITIVE BEHAVIOUR

## INTRODUCTORY STATEMENT

The Code of Positive Behaviour sets out the expectations around behaviour in our school and the consequences if behaviour falls short of expectations. The Code of Positive Behaviour was due for review in May 2018.

A care team of teachers was established and in place during 2017 /2018 and its remit was to monitor and review behaviour in our school and on our yard. As part of its review it recommended that the Code of Positive Behaviour be re drafted.

This policy has been drafted having regard to all legal requirements (particularly section 23 of the Education Act), TUSLA guidelines and good practice. It must be read in conjunction with all of the other school policies.

Any reference to parent includes guardians. This code applies to all behaviour on the school premises and any external trips, games or extracurricular activities.

The Code of Behaviour will also apply to incidents of serious misbehaviour outside school, when a child is not under the care and supervision of the school, only when there is a clear connection with the school and a demonstrable impact on its work. e.g. intimidation or bullying by means of the internet or mobile phones or on the school bus.

## RELATIONSHIP TO CHARACTERISTIC ETHOS OF THE SCHOOL

Our school is equality based and child centred. We recognise that, in order for all children to have equality of access to education, a calm and positive learning environment is essential. This code is also based on the principle of equal respect for children and their families and for the staff of the school, both teaching and non-teaching. We also recognise that behaviour has a significant influence on the quality of learning and teaching.

These principles underpin our code.

## AIM OF THE POSTIVE BEHAVIOUR POLICY

The aim of the Code of Behaviour is to promote good behaviour using a whole school approach.

## WHOLE SCHOOL APPROACH

The following are some of the ways in which we promote positive behaviour in our school:

- SPHE / Learn Together lessons
- Assemblies

- Student Council with representation from 2<sup>nd</sup> to 6<sup>th</sup> class
- Rules and Expectations are clearly displayed in classes
- Children have input into their classroom rules at an age appropriate level
- Junior and Senior Infants – Jenny Mosley’s golden rules are taught

As part of our whole school approach the following are also expected from the members of our school community.

- Greeting others with a smile and saying thank you and please.
- Allowing others to go ahead of you through doors.
- Holding the door open for others, in particular visitors, parents, someone carrying something or someone (for example, a baby or a large parcel), wheelchair users or for someone younger or smaller than you.
- Giving someone your full attention when they are speaking to you.
- If you need to get someone’s attention, say excuse me or *gabh mo leithsceal* and then step back and wait until the person is ready. That is unless it is urgent, (for example you urgently need to use the bathroom or someone is injured) – in which case you say excuse me, it’s urgent.
- Ringing the bell once at the office and waiting.

ROLE OF THE BOARD, PARENTS, STAFF AND CHILDREN
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**The role of the Board includes:**

- Regular review of the Code of Behaviour.
- Ongoing monitoring of the implementation of the Code of Behaviour.
- Provision of support to the principal and the staff in implementing the Code of Behaviour.

**The role of the teacher includes:**

- The promotion of positive behaviour through effective teaching, an inclusive and engaging curriculum and well managed classrooms.
- The use of a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.
- Ensuring pupils are aware of, and understand, the Code of Behaviour and how it may influence their behaviour.
- A commitment to fully implementing the Code of Behaviour, and to applying the range of sanctions and rewards appropriately.
- Communicating with parents about children’s behaviour generally, both at general parent / teacher meetings and on an individual level.
- Engaging with in-school reviews of behaviour

- Participating in the regular review of the Code of Behaviour initiated by the Board of Management.

### **The role of the SNA includes**

- Supporting pupils with SNA access to adhere to the Code of Behaviour, and ensuring that those pupils are aware of, and understand, the Code of Behaviour and how it may influence their behaviour.
- Supporting teachers in the implementation of the Code of Behaviour.
- Engaging with in-school reviews of behaviour.
- Participating in the regular review of the Code of Behaviour initiated by the Board of Management.

### **The role of parents includes:**

- Being familiar with the Code of Behaviour
- Adhering to the Code of Behaviour.
- Ensuring children are appropriately dressed for school.
- Ensuring children are on time for school and ready for learning.
- Ensuring homework is done and children's homework journal is signed daily.
- Ensuring children have the necessary equipment for school. (Necessary equipment is listed in the book lists that issue to parents).
- Attending meetings with the school if requested.
- Signing and returning reflection sheets.
- Being contactable by phone.
- Communicating with teachers about any issues that affect their children's behaviour.

### **The role of pupils includes:**

- Taking an age appropriate and active role in helping to formulate the classroom rules.
- Following the school rules.
- Behaving well and encouraging others to behave well.
- Informing staff of inappropriate, dangerous or bullying behaviour.

<b>SCHOOL RULES</b>
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### **Morning**

- Gates are opened at 8:40 a.m. Children go straight to the back to their line area. Given the number of children and parents in the back at this time, children don't run or play chasing games. Parents and minders are asked to ensure that younger siblings adhere to this rule.

- Children are expected to be in school at 8:50 a.m. for line up time or, if delayed, in their classrooms at 9:00 a.m. when a bell rings to signal the start to formal learning.

### **Exit**

- Children exit the building with their class and teacher. They are not permitted to leave via a different exit.
- At all times children walk outside the school building. If coming to school by scooter or bike, children must dismount before entering the school grounds.

### **Collection**

- Junior and Senior Infants are dismissed at 1:30 p.m. and all other classes at 2:30 p.m. Children must be collected punctually at those times or punctually from after school classes.

### **Car Park**

- Parents / Guardians / minders are expected to use the set down areas appropriately and safely, paying proper regard to disabled parking and the school set down procedures.
- There is no parking in the school grounds.

### **Moving around the building**

- Children always walk in the building. No running is permitted.
- Children walk on the left-hand side along the corridors and rails one after another.

### **Appropriate Language**

- Bad language (cursing / swear words) should not be used nor should derogatory language.

### **Clothing**

- Children should wear loose fitting, comfortable clothes every day. Clothing and footwear should be appropriate for school and relevant activities, e.g. yard times, P.E., forest school etc.
- Jewellery should be kept to a minimum.
- Hats / Caps are for outdoor use and are not to be worn in the building.
- Low cut tops, crop tops, short shorts and clothing with offensive slogans should not be worn to school.

### **Chewing Gum**

- Chewing Gum is not allowed.

### **Mobile Devices (including phones and wearables)**

- Mobile devices may only be brought to school where a child has a valid mobile device licence, these are granted by the Principal on a case by case basis. The application form is available from the school office
- Any child who receives permission to have a mobile device in school will sign an agreement form along with their parents. Children must comply with the licence rules contained in the agreement, as follows
- The device must be handed to the class teacher at the beginning of the school day and will be returned at the end of the school day.
- At no time are children allowed to use the device whilst in the school building, school grounds or any school activity i.e. external school trip, sports event etc. It must only be used when the child has left the premises, i.e. outside the gates of the school
- Any child breaking the rules will have their device confiscated. It will only be returned to the parent/guardian (not the child) who will have to collect it from the school office.

### **Yard Behaviours**

- The yard rules are attached in Appendix 1. On occasion, those rules may need to be amended or added to. In that case, children will be taught the up to date rules.

### **Classroom Behaviours**

Children are involved in creating their classroom rules at an age appropriate level at the start of the year. They are in addition to the following school rules which apply in all classrooms.

- **Respect for self, property and others.**
- **Listening to others.** Children don't shout out and are required to show active listening to staff and their peers.
- **Be ready to learn;** Children must be ready for class by having their equipment and materials ready.
- **Completing class work**
- **Being safe in the classroom**

<b>REWARDS</b>
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We recognise that the majority of children behave well at all times and due recognition is given to this in our school. The following are some examples of rewards and strategies that are used in our school:

- Achievement awards at assembly
- Golden Time
- Praise

- Awards for the best line
- Yard Stars
- Dojo points
- Smiley faces
- Spot prize boxes
- Sticker books

No electronics are allowed.

COMPLYING WITH A DIRECTION / REQUEST FROM STAFF
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Children are required to immediately comply with directions / requests from staff.

MINOR, SERIOUS AND GROSS MISBEHAVIOURS
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The degree of misbehaviour will be judged by the teachers and / or the Principal based on a common-sense approach with regard to the gravity / frequency of such misbehaviours. The following are to be taken as examples and do not constitute an exhaustive list.

**Minor Misbehaviours**

- A singular breach of the yard rules
- A singular breach of the classroom rules

**Serious Misbehaviours**

- Not complying with a teacher's direction.
- Telling lies
- Stealing
- Repeated minor misbehaviours, either in the classroom or on the yard.
- Damage to school property.

**Gross Misbehaviour**

- Deliberately endangering the safety of themselves, another child or a staff member.
- Leaving the school grounds without permission / unauthorised absence.
- Repeated instances of serious misbehaviour.

## **CONSEQUENCES AND SANCTIONS**

A staged approach will apply, depending on the nature of the misbehaviour.

The following is a list of sanctions that may apply (though not necessarily in the order below). The list is not exhaustive and other sanctions may, depending on the nature of the misbehaviour, apply.

- Verbal reprimand, in private where practicable, to include reasoning and advising how to improve.
- Removal from the yard for part of or all of lunch break.
- Removal from the yard for a week. (in the case of serious incidents or repeated minor misbehaviours)
- Completion of a reflection sheet on the inappropriate behaviour.
- Withdrawal of privileges, including golden time, football, extra yard time,
- A pupil will not be deprived of access to a curricular area, e.g. P.E.
- However, if a pupil is misbehaving during a particular lesson, they may be given a cooling off period in which they are removed from the lesson.
- Completing incomplete work at break time.
- Sitting at another area in class.
- Sent to another class for a short period.
- Sent to another class for an extended period. (in the case of serious incidents).
- Pupils are sent to principal for continually occurring or serious misbehaviours.
- Returned to school if on an external trip.
- Parents required to come and collect their child from school.
- Paying for damaged school property.
- Disqualification from going on upcoming external trips. This decision rests with the principal.
- Revoking of mobile phone licence.
- Referral to the Board of Management.
- Suspension (the grounds for which are outlined in a separate section).
- Expulsion (the grounds for which are outlined in a separate section).

## **REFLECTION ROOM PROCEDURE**

- Children receive a reminder on the yard in respect of minor misbehaviours. If a child receives a 2<sup>nd</sup> reminder, they are withdrawn from the yard to the reflection room.
- Children may be withdrawn from the yard immediately for a serious misbehaviour or if they have, on a previous occasion, been given a reminder for minor misbehaviour.

- If a child has been withdrawn from the yard on 3 occasions in a term, parents are notified that they will be removed from the yard for a week. Similarly, children may be removed from the yard for a week in the case of serious / gross misbehaviours.
- Children receive a reminder in the classroom in respect of minor misbehaviours. If a child receives a 2<sup>nd</sup> reminder, they go to the reflection room at big break where they complete a reflection sheet.
- Children may be sent to the reflection room to complete incomplete work that is within their competence.

## COMMUNICATION WITH PARENTS

- Parents receive an email notifying them that their child has received a reflection sheet. Parents are required to sign this and return it to school. Parents will also receive an email notifying them if children have been sent to the reflection room for incomplete work.
- In the case of serious incidents, parents receive a serious incident form to be signed and returned to school. Serious incident forms are signed by the relevant teacher and principal, dated and retained by the principal.

## CHILDREN WITH ADDITIONAL NEEDS

In accordance with our ethos and equality legislation the Code of Behaviour will be applied to children with additional needs in accordance with their abilities to adhere to it and their additional needs.

It does not automatically follow that a child with additional needs will be unable to follow the Code of Behaviour nor does it mean that lesser expectations in respect of behaviour will automatically apply. It does mean that proper accommodation will be given to children where it is needed.

Where a child's needs / behaviours arise from an additional need and require a modified approach, professional judgement will be used in respect of the regularity and level of sanctions to be applied to children with additional needs.

Where behaviour is contrary to the Code of Behaviour, a positive approach will be taken by the partners in a child's education (which may include outside agencies) to work together to devise effective targets and strategies to support the pupil with additional needs and improve their behaviour.

Staff, particularly staff with experience in working with children with additional needs, will use their experience and knowledge to share good practice in respect of behavioural difficulties.



## PROCEDURE FOR NOTIFICATION FOR AN ABSENCE FROM SCHOOL

Parents are obliged under the *Education Welfare Act* to notify the school in respect of a child's absence from school.

- Parents fill out a slip from their child's homework journal and the slip is returned to the class teacher on the first day of a child's return to school.
- Alternatively, parents can register absence via the Aladdin app.

## SUSPENSION

In accordance with guidelines suspension will be considered if all other interventions have failed. It will be considered if:

- the pupil's behaviour has had a seriously detrimental effect on the education of other pupils or
- the pupil's continued presence in the school constitutes a threat to safety or
- the pupil is responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension.

The matter of suspension is a matter for the Board of Management and may be delegated to the principal.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- the pupil and their parents / guardians will be informed about the complaint, that it will be investigated and that it may result in suspension. Parents will be informed in writing (letter / email) and where practical by phone.
- Written notification will inform parents of the date the suspension ends and the date on which the pupil will return to school.
- Parents will be given an opportunity to meet with the Principal to discuss the incident and respond before any sanction is imposed, except in respect of immediate suspension.
- If the Principal considers an immediate suspension is warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted. In this instance, a formal investigation will immediately follow the imposition of a suspension and parents will be given an opportunity to meet with the Principal and respond to any sanction,
- In the case of an immediate suspension, parents will be notified and arrangements made for the pupil to be collected.

- A student will not be suspended for more than 3 days, except in exceptional circumstances.

#### Appeal

- The Board of Management will hear any appeals from a decision by the Principal to suspend a pupil.
- Where a pupil has been suspended for a total of 20 days in a school year, parents may appeal a suspension under *section 29 of the Education Act 1998, as amended*, to the Department of Education and Science.

EXPULSION
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A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from a school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000

The decision to expel a pupil is reserved to the Board of Management.

Expulsion of a pupil is a very serious step and would only be taken by the Board of Management in extreme cases of unacceptable behaviour. A proposal to expel a pupil would only arise if

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process or
- The pupil's continued presence in the school constitutes a real and significant threat to safety or
- The pupil is responsible for serious damage to property

In addition to factors such as the seriousness of the behaviour and persistence the Board of Management will have tried a series of other interventions and believe they have exhausted all possibilities for changing the student's behaviour.

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. Those may include

- A serious threat of violence against another student or staff member
- Actual violence or assault
- Supplying illegal drugs to other students in the school

#### Procedures for Expulsion

Where a preliminary assessment confirms serious misbehaviour that would warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer
6. Confirmation of the decision to expel.

Parents will be notified of their entitlement to appeal to the Department of Education and Skills and how to go about such an appeal. The guidelines set out in the NEWB *Developing a Code of Behaviour; Guidelines for Schools (2008)* in respect of suspensions and expulsions will be followed.

### **Success Criteria**

On review in May 2020, this policy will be considered a success where

- Positive behaviour is observed in classrooms, the yard and school environment.
- The practices and procedures listed in this policy are consistently implemented.
- Positive feedback is received from teachers, parents and pupils.

### **Implementation Date**

November 2019

### **Timetable for Review**

A review of the implementation of the Code of Positive Behaviour will take place in the academic year 2020 / 2021 by the Board of Management. Appendices to the Code may be amended from time to time as is necessary and will be published on the website.

### **Ratification & Communication**

This code was ratified by the Board of Management on 29 November 2019

This code will be communicated to the school community via

- School website
- Email
- Staff meetings
- In the school
- A link to the website in the newsletter
- New parents will be given a copy of the Code and in accordance with section 23(4) of the Education (Welfare) Act 2000 will be required to confirm in writing that the code of behaviour is acceptable to them and they will make all reasonable efforts to make sure their child complies with the Code.
- New teachers will be given a copy of the Code when they start working in the school.

## APPENDIX 1

### **Going Out To Yard**

- We decide whether to choose football option or top yard
- If we are on the basketball court the whole class goes there
- Once we are out on yard we cannot move between these areas
- We must walk through the junior yard and ballcourts on our way to yard, accompanied by our teacher and stay in the marked lines.
- At the gate to the top yard we wait for our teacher. We do not open this gate

### **We Remember**

- Benches are for sitting on
- We do not bang against fencing on Junior Yard
- We do not do gymnastics due to unsafe surface
- If we are in need of help on the yard we can talk to the teacher supervising
- No play fighting allowed
- We always follow the instruction of the Supervising Teacher
- We must ask a supervising teacher to go into the building to the toilet
- We don't lie on the concrete or tarmac
- *Front Yard*
- We walk on the concrete path (we don't run)
- We stay within the cones

### **Balls**

- 2 Footballs for the football court
- We wait until everyone has gone to the grassy area to start our game
- We must ask a teacher permission to retrieve our ball if it goes out of bounds
- If our ball goes into ASD yard or into the fence area they cannot be retrieved during break.
- We avoid at all times, kicking ball into ASD yard.

### **At the End of Yard**

- When the bell sounds, we stop our game and we walk quietly to our line
- We hold the ball and hand it to the 6<sup>th</sup> class helper
- We line up one behind the other quietly

### **Out of Bounds**

- Top Yard – trees and fence
- The yellow guards at the doors in junior yard
- Swinging on basketball goals
- The windows on the junior yard
- Junior Yard – small gate passage
- Junior Yard – behind open doors