



# CODE OF BEHAVIOUR-POSITIVE BEHAVIOUR POLICY

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Ashbourne Educate Together National School is a multid denominational co-educational school that will cater for pupils from Junior Infants up to Sixth class. Our school is under the patronage of Educate Together. We strive in co-operation with parents to provide a holistic education in a caring and secure environment where each child is encouraged to realise his/her potential and achieve to the best of his/her ability.

## **RATIONALE**

This review is being carried out to ensure that our policy is in compliance with the legal requirements and the good practice standards as set out in Developing a Code of Behaviour: Guidelines for schools (2008). This document can be accessed at: [http://www.newb.ie/downloads/pdf/guidelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf)

The code of behaviour at Ashbourne ETNS is based on the principle of equal respect for both children and their families and for the staff of the school, both teaching and non-teaching. The purpose of this Policy is to promote positive behaviour and to allow our school to function in an orderly and harmonious way, in line with our ethos as an Educate Together school. Children will be made aware of the code at a level appropriate to their age. The purpose of this Code is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we ensure an orderly climate for learning in our school.

## **The aims of the Code of Behaviour of Ashbourne Educate Together National School are as follows:**

- To ensure an educational environment that is guided by our educational ethos
- To allow the school to function in an orderly way where all children can make progress in all aspects of their development
- To foster caring attitudes to one another and to the environment
- To create an atmosphere of respect, acceptance, open mindedness and consideration for others
- To develop children's self-esteem and to promote positive behaviour
- 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 students 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 rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

All members of the school community will be provided with a copy of the written document upon enrolment into Junior Infants at Ashbourne ETNS. A copy of the policy is available for the school community to view on the school website. The Special Education team and all staff have a particular responsibility to work with children with special educational needs, and their parents, to reinforce the

messages being taught in the classroom about appropriate behaviour. The mentoring of new staff members is a further responsibility of the principal.

## **BEHAVIOUR AND RULES**

In order to sustain our Code of Behaviour, the school encourages and praises positive behaviours and discourages negative behaviours. There is a whole-school approach to rewarding pupils for good behaviour.

## **GOLDEN RULES & GOLDEN TIME**

The Golden Rules are taught in all classes throughout the school. They form the basis of our positive behaviour policy: These rules will be displayed in a prominent place in each class

- We do as we are asked straight away
- We raise our hands we wait our turn.
- We listen- we do not interrupt
- We are kind- we have kind words, kind hands, kind feet
- We are honest- we tell the truth
- We look after our property

Access to Golden Time in senior classes and access to extra Aistear /Golden time (5-10mins) in Junior infants is contingent on following the classroom rules.

Junior Infants– 6<sup>th</sup> Class- the 6 Golden Rules will be taught explicitly

3<sup>rd</sup> Class – 6<sup>th</sup> Class - a class charter may be drawn up in consultation with the children with regard to the 6 Golden Rules.

## **Star of the Week**

In addition children are nominated for “Star of the Week” and are chosen at the end of each week by the class teacher. While the Golden Rules form the basis of our Positive Behaviour Policy, individual teachers may use other strategies in conjunction to promote positive behavior in the classroom

## **Traffic Light System (Junior Infants- 1<sup>st</sup> Class)**

Traffic Light System- Children receive a warning/reminder about their behaviour, if misbehavior continues they move through the traffic light system from green to red. This is a two way system so children have the opportunity to improve their behaviour and move back to the green traffic light.

## **Céim System (Introduced From Second Class – 6<sup>th</sup> Class.)**

The Céim system has 5 steps.

Céim 1: Verbal Warning 1

Céim 2: Verbal Warning 2

Céim 3: Note in journal to be signed by parent

Céim 4: - Move place

- & Note in journal

- & Completion of a Behaviour report (i.e. Think sheet)

- - Please note children will need to be explicitly taught how to write /complete the think sheets.

Céim 5 - Forfeit of Golden time 10-20mins

- Think Sheet

- &/or Principal Office ONLY if necessary

- Parents will be informed of misbehaviour by principal if deemed necessary.

\*in some instance it may be necessary that children be moved directly to a higher céim e.g. physical hurt caused to another child/staff member./Use of obscene or sexualised language is a direct move to céim 5.

\*The behavioural systems in place will be used in conjunction with acknowledgement of and consideration to IBP/Support plans in place for individual children.

## **ROLES AND RESPONSIBILITIES**

Responsibility for the implementation of this policy rests, in varying ways as outlined below, with all partners in our school's educational tasks i.e. the Board of Management, Principal and Teaching Staff, Pupils and their Parents or Guardians.

### **BOARD OF MANAGEMENT**

- Ratify the Code
- Support the Principal and Staff in implementing the Code
- Ensure that the entire school community has a safe environment
- Provision of support to the Principal and Staff in the implementation of the Code of Behaviour

### **PRINCIPAL**

- Provide a safe work environment
- Provide support for colleagues
- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for a review of the Code, as required

### **TEACHING STAFF**

- Support and implement the school's Code of Behaviour
- The promotion of positive behaviour through effective teaching, an inclusive and engaging curriculum and well managed classrooms with explicit teaching of the Golden Rules in conjunction with the schools traffic light system
- The use of a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour
- Be courteous, consistent and fair
- Deal appropriately with misbehaviour
- Keep a written record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Respect to be shown by the teachers to other members of staff, parents, children and the wider school community
- Report matters of serious concern to Principal or Deputy Principal
- Record incidents from yard in Yard Book and class discipline book
- Engaging with in-school reviews of behaviour (e.g. at staff meetings, Haddington Road hours)

### **PUPILS**

- Attend school regularly and punctually
- Bring correct materials / books to school
- Follow school and class rules
- Listen to teachers and act on instructions / advice

- Respect to be shown by the children to members of staff, their peers, parents and the wider schools community
- Respect all school property and the property of other pupils
- Behave in a safe manner that does not endanger others
- Include other pupils in games and activities

## **PARENTS / GUARDIANS**

- Be familiar with the full Code of Behaviour and support its implementation-This is available on the school website [www.ashbourneetns.ie](http://www.ashbourneetns.ie)
- Sign the Code of Behaviour as outlined on the Registration form to confirm that it is acceptable to them and that they will make all reasonable efforts to ensure that their child complies with the Code. Pupils will only be enrolled if parents / guardians agree to this in advance (See Education (Welfare) Act 2000. Section 23(4))
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's schoolwork
- Cooperate with teachers if their child's behaviour is causing difficulties for others
- Communicate respectfully with the school regarding any problems that may affect their child's progress or behaviour.
- Make contact with the school/teacher with regard to a child's behaviour causing difficulty for others.
- Parents are expected **not** to engage directly with other parents/members of the school community regarding behaviour/discipline without first engaging with the school.
- Attend meetings at the school if requested including parent/teacher meetings.
- Support children with their homework and ensure that it is completed.
- Parents are expected to show understanding and patience towards children for whom some of these guidelines may be challenging e.g. children with special educational needs.
- Parents are expected to support children and the school in efforts to restore friendships rather than exact punishment or promote isolation of individuals.
- Respect to be shown by the parents towards members of staff, other parents and children and the wider school community

## **General guidelines for positive behaviour within the school**

The school has general standards of behaviour expectations for its pupils and staff. These standards which are regularly communicated to the pupils in the school include:

Respect, courtesy and good manners to be shown towards other children, teachers, support staff and parents, in the classroom, the playground, and on school outings, at all times.

- Respect to be shown by the children towards their own and other children's property, school property and the environment
- Respect to be shown to other children's space i.e. no verbal or physical violence or aggression, or any form of bullying behaviour (see anti bullying policy)
- Respect for each child's own feelings, i.e. It's okay to feel sad, quiet etc.
- Respect to be shown for other people's feelings
- Respect to be shown by the children to members of staff, their peers and the wider school community
- Children are expected to use the language of good manners- please, thank you, no thank you, excuse me.
- Children are expected to come to and leave school on time. The school day begins at 8.15am for all. Children should leave promptly once school is over
- Children are expected to bring to school each day all lunches, books, copies and materials necessary to do their class work properly – this includes appropriate clothing, footwear for PE

- Children are expected to complete assigned work (written and oral) both at school and at home
- Children are expected to listen to others and take turns to speak in class
- Children must not behave in any way that endangers themselves and others
- Children are expected to be mindful of the younger children in the school
- Children are expected to include others in games
- Children must remain within the designated playground boundaries during break times: they must not go into areas that are out of sight
- Children are expected to immediately report instances of accident/hurt or misbehaviour against them directly to the teacher on duty in the yard.

## Yard

The positive strategies which Ashbourne ETNS implements to prevent behavioural difficulties and to deal with incidents of unacceptable behaviour in the playground are:

- A Clear and concise set of rules communicated to the children, these rules are discussed at staff meetings and communicated to the children at assemblies and in individual classrooms ( See Appendix A)
- Where space allows the children will be offered activities at yard time, where it necessitates these activities will be timetabled
- Teachers on yard duty wear high visibility jackets to ensure that they are clearly visible and easily identified
- Pupils are escorted to the yard by their teachers.
- Incidents of misbehaviour are recorded in the yard folder and are recorded by the teacher. Incidents of misbehaviour during yard time will be dealt with by the teacher on duty and class teachers will be informed of the incident. In circumstances of serious misbehaviour the incident will be dealt with by the Principal or Deputy Principal after yard and parents will be informed in an effort to address the situation.
- Children are asked to ‘take a break’ for a short period of time if they are engaging in rough or dangerous play. The teacher will issue a reminder to the child, if they partake in rough/ play a second time they will be asked to stand in the “Take a Break” area
- Think Sheet templates may be used in conjunction with “take a break” procedure from 1st class.
- Children are expected to inform the teacher on duty immediately following an incident/accident or misbehaviour on yard.

## Yard Rules

<b>Rule 1:</b> <i>We run safely – we watch where we’re going”</i>	Verbal warning
<b>Rule 2</b> <i>We stay safe- we do not pass the boundary line</i>	2 verbal warning before sanction given
<b>Rule 3</b> <i>We line up safely and quietly</i>	1 verbal warning before sanction given
<b>Rule 4</b> <i>We play nicely –we are not rough with each other</i>	1 verbal warning Before sanction given
<b>Rule 5</b> <i>We include others in our games</i>	No Sanction
<b>Other :</b>  <b>Serious Offences</b> Physical threat./ hurt,Pushing, Hitting Kicking, Serious Verbal threatsCheek <b>deliberate</b> rudeness to teacher.	Immediate Sanction :

## **Conflict Resolution-**

In our school the emphasis is on restoring relationships rather than on exacting punishments. We believe the building, nurturing and repairing of relationships is a key issue in supporting learners in schools.

In order to resolve conflict the children will be taught the skills to resolve conflicts through the explicit teaching of Yard lessons ,Classroom Rules the Stay Safe and SPHE programme. Parents are expected to support children and the school in efforts to restore friendships rather than exact punishment or promote isolation of individuals.

Peer Mediation is a programme that the school would like to implement as the school grows

## **Bullying**

Bullying is repeated, verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated and parents will be expected to co-operate with the school at all times in dealing with instances of bullying in accordance with Ashbourne Educate Together National School Anti-Bullying Policy.

## **Affirming Positive Behaviour**

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

## **Strategies/Incentives**

- A quiet word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Written or verbal communication with parent

## **Discouraging Misbehaviour**

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

These may include:

- Reasoning with pupil
- Verbal reprimand including advice on how to improve
- Traffic Light System- Children receive a warning/reminder about their behaviour, if misbehaviour continues they move through the traffic light system from green to red. This is a two way system so children have the opportunity to improve their behaviour and move back to the green traffic light.
- Céim System
- Temporary separation from peers.
- Communication with parents
- Referral to Principal
- 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).

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

## Suspension and Expulsion

Suspension is defined as 'requiring the student to absent himself/herself from the school for a specified, limited period of school days' (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as a suspension. Suspension will be considered as part of a range of sanctions where a student has engaged in a major misdemeanour. While suspension should be a proportionate response to the behaviour that is causing concern, a single instance of serious misconduct may be grounds for suspension. The decision to suspend will be based on the following grounds.

The seriously detrimental effect on the education of the other students of the student's behaviour to date

Whether the student's continued presence in the school constitutes a threat to safety

The student is responsible for serious damage to property

The purpose of suspension includes: providing a respite for staff and students, giving the student time to reflect on their actions and the staff time to plan ways of helping the student to change their unacceptable behaviour. Suspension shall be used as part of an agreed plan to address the student's behaviour.

The procedures in respect of suspension are those outlined in section 11.5 of the NEWB guidelines for schools. The Board of Management of Ashbourne ETNS has delegated authority to the principal to suspend pupils for periods of up to three days. If a suspension for a longer period is being proposed, the principal should refer to the Board of Management for consideration and approval. Reports to the Board and to the relevant authorities should be made in line with NEWB guidelines.

(Refer to pages 70 – 78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

[http://www.newb.ie/downloads/pdf/guidelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf)

Procedures that ensure fairness when excluding a pupil will include:

- Ensuring other means of intervention and dealing with the behaviour has been tried.
- Parents will have been invited to the school to discuss the intention to exclude.

Implementing the Suspension:

The Principal shall notify Parents/Guardians, in writing, of the decision to suspend. This will include:

- Letter stating period of suspension – beginning and end dates.
- Reasons for suspension.
- Any programme to be followed by student and or parent.
- Arrangements for returning to school and any commitments to be entered into by students and parents.
- Provision for an appeal to Board of Management.
- Right to appeal to the Secretary General of the DES (Education Act 1998, Section 29).

Following suspension, a plan to re-integrate the student will include, where possible, an arrangement for a member of staff to provide support during the re-integration process. Student contracts/Support plan/IBP will, if necessary, be put in place for the student and his/her parents. This will enable the school to set behavioural goals with the student and parents. All efforts will be made to support the student to adhere to this contract. It will be expected that the parents will support and maintain support at all times for their child. The parent/s must give a satisfactory undertaking that a suspended student will behave in accordance with the school code and the Principal must be satisfied that the student's reinstatement will not constitute a risk to the pupil's own safety or that of the other student or staff.

### **Expulsion (Permanent Exclusion):**

Under the Education Welfare Act, 2000, 'A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an Educational Welfare Office' (Section 24(4)). It is the right of a Board of Management to take '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.' (Section 24(5)).

The Board of Management has the authority to expel a student. As a matter of best practice this should be reserved for the BOM and not be delegated.

### **Before a student is expelled:**

A meeting is held with parents and the student to try to find ways of helping the student to change his/her behaviour:

- Ensuring the student understands the consequences of his/her behaviour, should it continue.
- Ensuring all possible options have been tried.
- Seeking the assistance of support agencies

### **Grounds for expulsion are:**

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

A fair investigation will have taken place, taking both parents and student's perspective into account. Parents and student will be informed.

Parents and student will be given an opportunity to respond.

Parents may be informed by phone or in writing.

The Board of Management, before reaching a decision to exclude a student will ensure its decision will be reached in an unbiased manner. Expulsion will be in accordance with the terms of rule 130 (5) of the Rules for National Schools.

### *The kinds of behaviour that might result in expulsion for first offence:*

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault

### **Appeals**

Under Section 29 of the Education Act, 1998, parents ( or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management, including:

- 1) Permanent exclusion from a school and
- 2) Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.



Parents/Guardians will be informed in writing by the Principal of the decision of the Board of Management to permanently exclude or suspend the student.

Parents/Guardians will be informed of their right of appeal, the associated timeframe of 42 calendar days from the date the decision of the school was notified to parents and student.

The Board of Management are responsible for replying to the Department of Education and Skills if the school is being investigated and also prepare an appeal for the Department of Education and Skills.

### **Before/After School**

Parents are reminded that the staff of Ashbourne Educate Together National School does not accept responsibility **for pupils before official opening times of 8.15am or after the official closing time of 12.55pm (infants) 1.55pm (other classes)** except where pupils are engaged in extracurricular activities or morning supervision from 8:05 am organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with the positive behaviour policy during these times.

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Ashbourne Educate Together National School

DATE: **13 DEC 2018**

Signed: \_\_\_\_\_

Lynn Hicks (Principal)

Signed & Ratified: \_\_\_\_\_

Noel Gildea (Chairperson)