



John Scottus Primary School Old Conna

Code of Behaviour

This policy will be available to view and examine by all members of the school community: Parents, Staff, Board of Management and Trustees.

1. Introductory Statement

This code was prepared in accordance with the guidelines issued by the National Education Welfare Board (NEWB). The Draft Code was ratified by the Board of Management on <insert date>.

The purposes of this document are to set out clearly

- 1) the standard of good behaviour expected of every pupil in John Scottus Primary School
- 2) the overall principles and strategy for achieving this
- 3) the processes for dealing with misbehaviour

This code was drawn up by staff in consultation with parents. This policy helps teachers, other members of staff, pupils and parents to work together to create a happy, caring, respectful and safe school environment. Our code expresses the vision, mission and values of John Scottus Primary School Old Conna. It translates the expectations of staff, parents and pupils into practical arrangements that will help to ensure continuity of learning for all pupils. It helps to foster an orderly, harmonious school where high standards of behaviour are expected, supported and recognised.

Statement of Intent

Good behaviour is founded upon a true, trusting and wholesome relationship between the pupil and the teacher. Our code of behaviour revolves around this relationship, and is based on mutual respect, and honesty. The teacher wants the best for the child. Every child has a core of fine, quiet energy, an inner light*, which expresses itself according to the child's individual nature and talents. Teachers facilitate this beautiful and bright expression, by providing good examples, encouragement and a focus on developing virtues such as kindness. The standards of good behaviour expected from the children are clearly stated in the School. The children practise good behaviour through their awareness of the other children's needs around them, moment by moment through the day. This produces a happy and well-functioning school, where all the children cohabit a safe and cooperative space.

[* the presence and inward working of a very fine intelligence at the heart of each person]

Aims

The overall aims of this code are to:

- support an educational environment that is guided by our ethos
- nurture the strong connection and close relationships between teacher and pupil, and pupil and pupil
- encourage a culture of meeting the need, where the need is revealed through connection with the present moment
- support the conscious practice of virtues such as patience
- empower pupils to take responsibility for their actions
- ensure the safety and well-being of all members of the school community

Scope

The entire school community has a part to play in contributing to this environment.

Roles and Responsibilities

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, students and the parents/guardians of the pupils of John Scottus Primary School, Old Conna. The school's standards of behaviour describe the behaviour expected of all members of the school community, staff and students, parents/guardians and visitors. These values are put into practice through simple, clear and consistent expected behaviour.

Responsibilities of Board of Management

- Provide a comfortable, safe environment
- Ratify the code of behaviour
- Support the Head Teacher and staff in implementing the code

Responsibilities of the Head Teacher

- Promote a positive learning climate in the school
- Ensure that the code of behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required

Responsibilities of Teachers

- Support and implement the school's code of behaviour
- Create a safe working environment for each pupil and affirm good work
- Maintain true, open and full relationships with pupil
- Provide good example, encouragement and a focus on developing virtues such as kindness
- Be courteous, consistent and fair
- Deal appropriately with misbehaviour
- Keep a 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

- Develop and support Individual Behaviour Plans, where necessary

Responsibilities of Parents/Guardians

Schools need the support of parents with regard to good behaviour and discipline. Parents can help their children in the following ways:

- Provide children with positive models of behaviour.
- Talk to your child about expected behaviour at school.
- Be interested in, support and encourage your child's school work.
- Cooperate with teachers in instances where your child's behaviour is causing difficulties for others.
- Answer any phone calls from school promptly.
- Ensure that there is always someone available to collect children from school promptly at school's request.
- Attend meetings at the school as requested.
- Check your child has all their needs for school e.g. water bottle, rain gear, coat, wellies, correct uniform
- Share information with the school in relation to any problems which may affect a child's progress / behaviour.
- Be respectfully mannered to all members of the school community.
- Ensure that your child attends school regularly and on time
- Children must be collected promptly by 1.30/2.30pm
- Inform the school if an unknown adult will collect their child.
- Ensure the school has up-to-date contact information for all parents/guardians.

Responsibilities of Pupils

The school has three core Expected Behaviours:

1. Meet the need
2. Let your Light shine by being the best you can be in any situation.
3. Be kind and patient and practise The Virtues.

These expected behaviours are brought to the attention of the children by the class teachers on a regular basis. Behaviour that does not conform to one or more of these expected behaviours is considered unacceptable. Each of these expected behaviours is explained and taught to all pupils. The success of the school's code of behaviour depends on consistency in the implementation of these expected behaviours.

This will be achieved as follows:

- Teaching the School's Expected Behaviours
- Modelling the standards
- Acknowledgements, rewards and Incentives for maintaining expected behaviours
- Prevention Strategies
- Consequences for not maintaining expected behaviours

Principles

The Code of Behaviour has been developed to implement the following 'best practice' principles:

- providing clarity about expected cooperative behaviour
- affirming that everyone's behaviour matters
- focusing on promoting good behaviour
- recognising that robust and fruitful teacher-pupil relationships are crucial
- focusing on personal responsibility and meeting the needs around them
- attending to the welfare of others pupils (including the rights of others to participate in all the educational activities) and extending to other members of the school community
- ensuring fairness and equity
- promoting equality
- recognising educational vulnerability
- assisting children to self-regulate.

Promotion of the School's Expected Behaviour

All pupils are taught and given regular reminders of the School's Expected Behaviours. Parents are encouraged and expected to talk to their children about the school's expected Behaviours and to encourage their children to keep them. Individual Expected Behaviours will be highlighted at regular periods at assembly for special attention.

The expected Behaviours are promoted through the entire school community as follows:

- Displayed in Classrooms - the Schools Expected Behaviours are displayed prominently in each classroom and depicted through art and craft activities & projects
- Assembly - daily Assembly forms a valuable role in our whole school approach to promoting our ethos. In particular the school's Expected Behaviours are emphasised and explained.
- Communication with Parents - parents will be reminded of the school's expected behaviours through communications and events throughout the year. All Parents / Guardians are provided with a copy of the school's code of behaviour before enrolment as required by Section 23(4) of the Education (welfare) Act 2000. Parents/Guardians must sign the code of behaviour, acknowledging it is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by the child.

Promoting Good Behaviour

The overall strategy of the code is to promote a culture of consideration of others.

Good behaviour is promoted through:

1. true, open and full relationships between teacher and pupil
2. exploring and teaching the virtues such as:
 - Letting your inward light shine
 - Fearlessness
 - Perseverance
 - Seeing the beauty in everything

- Kindness
 - Patience
3. regular reminders from teachers to meet the needs of those around them
 4. acknowledging and celebrating examples of success in achieving good behaviours.

Expected Behaviour

- We believe that every child is essentially pure, perfect and complete and we expect children to do all they can to reflect that in their actions.
- We believe that children, when connected with the present moment, can manage whatever is needed in the moment.
- We believe in guiding and empowering children through asking the question 'What is the need now?'
- We expect children to be kind, to express gratitude, to be fearless when the need arises, to practice perseverance, to look for beauty in all they meet, to practice patience
- We believe in providing children with the space they need to self-regulate, become present and remember that happiness lies in meeting the need.
- We believe in the importance of empowering children to be aware and responsible for themselves and their behaviour.

Practical Implementation of Positive Reinforcement

Teachers in John Scottus acknowledge and celebrate when pupils let their light shine. Pupils will let their light shine according to their individual nature and talents and so its expression may vary from pupil to pupil.

Teachers may choose to acknowledge a pupil's endeavours by

- Giving them a quiet thumbs up and/or a post-it note quietly saying well done etc.
- Celebrating their success in an open whole class approach – where appropriate.
- Offering them an award –such as a sticker

We also encourage pupils to acknowledge and celebrate fellow pupils' expression of their inner gifts and when they meet the need.

Practical reminders to 'let our light shine'

Reminders are given by way of

1. asking the questions 'What is the need now?'
2. reminding the child of the need e.g. to work quietly
3. if it is still not possible for the child to meet the need they will be given space to self-regulate. This may involve a run around outside, sitting out of the circle or working in a different classroom for a short period.

Prevention Strategies

Prevention strategies used in the school may include:

- Circle time
- Organised activities at break time
- Carrying out useful tasks
- Helping in the classroom
- Sensory Breaks/Movement Breaks
- Lunchtime Indoor Activity Groups

- Use of Individual Behaviour Plans

Consequence of Misbehaviour

The school strives to solve issues at the lowest level possible. Teachers encourage, support and show students how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where consequences are required they will be graded and reflect the seriousness of the behaviour. (See Appendix B for examples of behaviours)

Where issues occur the class teacher may employ any of a number of strategies to respond to, or divert children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage.

These strategies may include:

- Gesture / Look / Whisper.
- Placing their name under a display "letting your light shine".
- Quietly placing a little note on the pupils work or near the pupil expressing gratitude for their efforts.
- Tactical ignoring of some misbehaviour
- Carrying out a useful task in the school
- Praise the pupil in moments where they are displaying positive behaviour
- Expected Behaviours reminder
- Expressing disappointment
- Change of place.

Recurring Unhelpful Behaviour

Recurring unhelpful behaviour is not acceptable. If there is recurring unhelpful behaviour the teacher will meet with the pupil and parent(s) to develop an Individual Behaviour Plan (IBP). The IBP outlines a number of behaviour goals for the pupil. The pupil formally agrees to and signs the IBP to indicate their commitment to meeting these goals. The teacher and parent sign the Individual Behaviour Plan to indicate they will support the pupil in meeting these goals.

Suspension

Suspension and expulsion may be necessary for serious misbehaviour or repeated serious misbehaviour. In both situations the requirement for fair procedure is recognised, particularly with regard to the right to be heard and the right to impartiality.

Suspension Process

The Head Teacher investigates the situation and makes a preliminary decision. The Head Teacher informs the parents and offers them a meeting to discuss further. The Head Teacher makes a final decision & informs the parents. If suspension is necessary the parents have the right to appeal to the Board of Management (BOM). If necessary the BOM (or a sub-committee) meets. Again the parents are entitled to attend & contribute. The BOM decides.

No single period of suspension will exceed one day, without BOM approval.

In particular circumstances, the Head Teacher may decide there is a need for immediate suspension on safety grounds prior to due process.

Permanent exclusion Process

The Head Teacher investigates the situation and makes a draft recommendation to the Board of Management (BOM). The Head Teacher informs the parents. The BOM (or sub-committee) meets to consider. Parents are entitled to attend and contribute. The BOM makes a decision & informs parents

Contact

Where any parent has a concern about any aspect of behaviour, the school should be contacted either by phone, in person or in writing and the matter brought to the attention of the child's teacher followed by the Head Teacher as appropriate. A review of our Code of Behaviour will take place in September 2022.

Chairperson BOM: *Mary Telford*

Parents/Guardians:

Date:

Appendix A - Expected Behaviour Explained

Our school has three core Expected Behaviours.

1. Meet the need
2. Let your Light shine by being the best you can be in any situation
3. Be kind and patient and practise The Virtues

1. Meet the Need

This means:

That we are helpful

- That we follow teachers and other school staff instructions fully and immediately
- That we are present and are aware of what needs to be done
- That we are aware of what is in front of us and how to respond to it
- Playing our part and contributing positively to our school community
- Thinking of others and serving their needs

Because:

- We are happy when we serve others
- Everyone is entitled to good manners and respect
- We have a responsibility to play our part fully
- We all have a responsibility for creating a positive school environment

2. Let Your Light Shine

This means:

- Allowing ourselves to fully express our divinity in any given moment
- Not shying away from contributing with the full force of your amazing self
- Motivating ourselves to always do our best
- Acknowledging and honouring the talents and inner brilliance within ourselves
- Striving to remove and overcome unhelpful habits and tendencies that hide our light

Because:

- we are happy when we let our light shine
- we have a responsibility to always try our best
- It is useful to try and overcome unhelpful tendencies and habits
- It is important to take responsibility for our actions

3. Be Kind, Patient and Practice The Virtues.

This means:

- Show kindness whenever an opportunity presents itself
- Celebrate the kindness of others
- Be patient, remain calm, breathe, listen
- Be fearless
- Practice Perseverance. We can achieve greatness by finding solutions to problems and not giving up.
- Find the Beauty in whatever is in front of us. Acknowledge it, celebrate it and enjoy it
- Give our attention fully to what is in front of us.
- Acknowledge that when in the present moment, what is before us is our teacher. Learn from it
- Practice Self Control: Being in the present moment will allow us to harness the senses and be in control of our being. This is about listening to our inner self.

Because:

- Everyone is entitled to good manners and respect
- Your teacher wants the very best for you, will celebrate your learning with you and immediately provide the next challenge
- Practicing Virtue will allow for the possibility of a full wholesome life

Appendix B - Examples of Behaviours

Examples of minor misbehaviour include:

- Continuous talking.
- Inattention.
- Pushing and talking in the line.
- Writing and passing notes.
- Interfering in others games.
- Deliberate delaying while going to class lines on bell.

Examples of serious misbehaviours include:

- All minor misbehaviours when on a persistent basis.
- Behaviour that disrupts the learning of others in class.
- Refusal to do work.
- Being dishonest.
- Name calling other students.
- Swearing / bad language to other students.
- Throwing food at other students.
- Rough play.

Examples of very serious misbehaviour include:

- Persistent disruptive behaviour.
- Persistent slagging / name calling.
- Persistent defiance and disrespect.
- Hitting or other aggressive behaviour.
- Throwing objects that could cause injury or harm.
- Racist / bad / inappropriate language deliberately directed at someone. •
Inappropriate harassment and bullying.
- Angry / aggressive play.
- Fighting.
- Deliberately spitting at another child .
- Leaving the school without permission.
- Verbal Abuse towards staff.
- Destruction of property.