

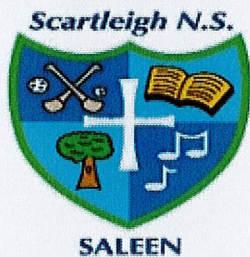
Scartleigh National School

SALEEN, CLOYNE, CO. CORK.

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Scartleigh National School
Cairde le chéile ag foghlaim

Code of Behaviour Policy



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Code of Behaviour

Mission Statement

Scartleigh N.S. is a nurturing school where each pupil learns holistically in a happy, secure and caring environment. It is a school where all pupils can develop their spiritual, moral, physical, creative and academic potential. We recognise and value the uniqueness of each child in our school. We are a school with a Catholic Ethos and we also give due recognition to pupils of all other religious beliefs and none.

Aims of Code of Behaviour

The aims of the Code of Behaviour are as follows:

- To create and maintain a harmonious atmosphere in which the school can function effectively.
- To create and maintain a healthy learning environment where pupils can develop, grow and reach their true potential.
- To create and maintain an atmosphere of mutual respect and tolerance whereby every member of the school community feels valued and affirmed.
- To promote positive behaviour and self-discipline recognising the differences between pupils and the need to accommodate these differences.
- To assist all members of the school community 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.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.

Contents of Code of Behaviour Policy

This whole school policy to develop self-esteem, promote positive behaviour, and establish effective discipline centres round **The Golden Rules**. There are six Golden Rules. All aspects of the pupils' daily lives in school are referred to within the *Golden Rules*. The 6 Golden Rules are in line with Section 6.2 of the **NEWB Developing a code of Behaviour: Guidelines for schools** that states:

School and classroom rules work best when they are:

1. kept to a minimum.
2. written in clear simple language.
3. stated positively, telling students what to do, as well as what not to do.
4. based on a clear rationale that is explained, understood and agreed.
5. developed through consultation with students, parents and staff.
6. communicated and referred to regularly.

The Golden Rules.

1. I will be gentle and kind - I will not hurt anybody.
2. I will do my work well - I will not waste time.
3. I will take care of my school - I will not spoil it.
4. I will walk quietly in the school - I will not run.
5. I will listen in school - I will not disobey.
6. I will tell the truth - I will not tell lies.

The first Golden Rule - *I will be gentle and kind / I will not hurt others* promotes good relationships with other people and discourages pupils from doing anything that could hurt or offend another person. This could be physical abuse such as pushing, pulling, fighting, kicking etc., or verbal abuse / offensive remarks such as name-calling, jeering, racist remarks etc.

The second Golden Rule - *I will do my work well / I will not waste time* refers to the work being carried out by the pupils in the classroom e.g. oral work, written work, activities etc. Pupils are encouraged to complete all tasks that are required of them and not to interfere with another pupil who is working.

The third Golden Rule - *I will take care of my school / I will not spoil it* encourages pupils to take pride in their school by taking good care of it. Keeping classrooms clean and tidy, using toilets properly, looking after school equipment etc. is encouraged. Throwing litter, scribbling on walls, writing on tables, abusing equipment or furniture is therefore not allowed.

The fourth Golden Rule - *I will walk quietly in the school / I will not run* requires pupils, for safety reasons, to *walk* throughout the school at all times. Running and shouting inside the school building are, therefore, not allowed.

The fifth Golden Rule - *I will listen in school / I will not dis-obey* promotes active listening within the classroom as well as in other school situations. Pupils are encouraged to put up their hands and wait for a turn to speak instead of shouting out or interrupting. If a teacher, a special needs assistant, another adult or another pupil is speaking to somebody, pupils are taught to wait for his/her turn. Interrupting another person's conversation is therefore discouraged, within reason.

The sixth Golden Rule - *I will tell the truth / I will not tell lies* - promotes honesty and encourages pupils to be truthful at all times, even if they are in the wrong.

The success of the Code of Behaviour depends to a large extent on the consistency with which the *Golden Rules* are implemented.

The successful implementation of the Golden Rules depends, in turn, on consistency in the following areas:

1. Promotion of Golden Rules
2. Incentives and rewards for keeping the Golden Rules
3. Prevention strategies
 - to assist certain pupils to adhere to the Golden Rules
 - to minimise the opportunities for certain pupils to break the Golden Rules.
 - to empower all pupils to keep Golden Rules
4. Sanctions for breaking the Golden Rules.
5. Whole school and team approach.

1. Promotion of Golden Rules

All pupils learn the Golden Rules when they start in Junior Infants and they revise them consistently throughout their remaining years. A copy of the Golden Rules is given to each child's Parents / Guardians at Registration and they, in turn, are expected to talk to their children about the Golden Rules and to encourage them to keep them.

While the pupils are encouraged to keep all the Golden Rules all the time, one particular Golden Rule is highlighted each week for extra special attention. This *Golden Rule for the Week* is given particular attention during Assembly, Circle Time and throughout other related activities during the week.

The Golden Rules are promoted by means of the following:

- Parental Information Booklet
- Notice boards in Reception, displayed in hallways and classrooms
- Newsletters
- Assembly
- Circle Time
- Weekly memo to parents

Parental Information Booklet

In accordance with **Section 23 (4) of the Education (Welfare) Act 2000** all Parent /Guardians are provided with a copy of the schools Code of Behaviour before Registration.

In line with **Section 9.1 of the NEWB Developing a Code of Behaviour : Guidelines for Schools** Parent /Guardians are asked at Registration to confirm in writing that the Code of Behaviour is acceptable to them and that they will make all reasonable effort to ensure compliance with the code by the pupil.

Notice Boards

The Golden Rules are displayed on various notice boards throughout the school e.g. Reception, Hallways and in all classrooms/rooms in the school.

Newsletter

A Newsletter is sent home regularly to inform Parents/Guardians of events taking place in the school. It gives up to date information on school news and is a reminder of events to come. It mentions the Golden Rules being highlighted at that particular time and asks Parents to reinforce these with their pupils.

Assembly

Assembly has evolved as a very positive aspect of the school week. It now forms a valuable part of our whole school approach to developing self-esteem, promoting positive behaviour and establishing effective discipline. Assembly provides the opportunity to affirm the good work being done by each class and also by individual pupils. It is a positive experience for all those involved, there are no negative messages and it is not a time for fault-finding or punishment.

There will be a quick assembly every Monday morning with the focus being put on the Golden Rule for that week. Assembly Time is used to explain this Golden Rule and all that it involves.

All the Golden Rules are recited and the Golden Rule for the following week is explained and discussed. Specific school routines are also highlighted and explained at Assembly e.g. lining up properly at the end of yard time, walking properly to and from the yard etc.

During Assembly each class teacher affirms the good work of all pupils and then announces who has tried the hardest to keep the Golden Rules for the previous week. This pupil becomes the Golden Boy or Golden Girl for the week and has the opportunity to wear the Gold Medal or get the homework pass depending on what class they are in. A certificate congratulating the winner on his/her success is presented to this pupil to bring home, as the medal itself is not taken out of the school. For safety reasons the Gold Medal is not allowed out in the yard. Certificates will be handed out in class.

There will be a more formal assembly each half term. Classes will be given a chance to perform at this time.

2. Incentives and Rewards for Keeping the Golden Rules

Teachers are free to pick and choose as to what incentives they wish to use as often some classes and / or individual pupils respond differently to different incentives.

Affirmation.

When a teacher observes a pupil working well, a positive comment from the teacher can be very effective in affirming the child there and then. It also has the spin off effect of encouraging similar behaviour in other pupils.

Praise

When a pupil is making a special effort to behave well and to abide by the Golden Rules our school policy encourages teachers and staff to praise that pupil. By doing so it affirms his/her good behaviour and promotes a sense of well-being in the pupil eg. Writing a positive note in a child's journal.

Focus on good behaviour

If a pupil is behaving in an inappropriate manner or is engaged in attention seeking behaviour, our school policy encourages teachers to praise a pupil nearby who is behaving well. This draws attention to the good behaviour of that pupil and very often results in the pupil who is not behaving properly immediately correcting his/her behaviour so that he/she too may gain attention. It is essential to instantly acknowledge and affirm the pupil should he/she correct his/her behaviour.

Stickers, Stars, Smiley Faces

These colourful items are useful to acknowledge and affirm good behaviour as well as good work. They can be stuck on to Class Charts and displayed in the classrooms or they can be stuck on individual copies and workbook pages. They can also be worn by the pupil on certain occasions if s/he so chooses.

Golden Time

Golden Time is the main incentive to encourage pupils to keep the Golden Rules. This is a special time when the pupils can enjoy games, toys and activities that are not permitted to them at any other time. It is timetabled to take place every Friday afternoon and it lasts half an hour. It should be the highlight of the week and a time that pupils look forward to with delight and anticipation.

Gold Certificate (Junior Infants to First Class)

A Gold Certificate is awarded in the infant classes on a daily basis to the pupil who has tried the hardest to keep the Golden Rules for that day. This pupil becomes the Golden Boy or Golden Girl and has the privilege of having their name displayed in the foyer of the school. It is good practice to keep a record of pupils who have received a Gold Certificate so that it can be rotated as much as possible.

In J.I. to 1st the gold medal is awarded on a weekly basis. The winner will be announced at assembly each Monday. As the Gold Medal is to be kept in school each child will get a certificate to bring home. (See Appendix 1)

Subject Pass (2nd to 6th)

Subject passes will operate for second to sixth classes in a similar fashion to that of the Gold Medal. (See Appendix 2)

Display Board

Pupils' names will be displayed in the classes as winners on a daily basis for infants and weekly for the rest of the school.

3. Prevention Strategies

Our whole school policy to develop self-esteem promote positive behaviour and to establish effective discipline, centres round the successful promotion of the 6 Golden Rules and is dependent as stated earlier on the consistency with which these rules are implemented.

While the incentives and rewards are in place to encourage pupils to keep the Golden Rules and a coherent set of sanctions is in place for those who break them we think that prevention is better than cure and therefore we teach our pupils strategies that empower them to abide by the Golden Rules.

Prevention strategies are used extensively throughout the school and include the following:

- **Circle Time (set time for classes)**
- **Active Playground**
- **Behavioural Support Team**

Circle Time

Circle Time is timetabled (approximately 15 minutes) to take place on a weekly basis in all classes throughout the school. The idea is based on the Jenny Mosley concept of Circle Time. Her two books *Turn Your School Round* (1993) and *Quality Circle Time* (1996) have been used in drawing up this school's Circle Time programme.

During Circle Time teacher and pupils sit in a circle and engage in group activities that are related to the Golden Rules or to other specific themes. Pupils are encouraged to share their feelings, to learn to listen, and to observe others. This strategy seeks to promote active listening, to focus on feelings, to give recognition to each individual and to promote greater understanding.

Rules regarding the behaviour are drawn up in order to protect the rights of every individual in the group. While rules are adapted to suit the needs of the individual class groups the following list of rules is a general guideline:

- Only one person at a time may speak.
- Everyone must listen.
- What each speaker says is confidential and should not be repeated or discussed with other pupils outside of the group. Pupils may discuss what is said with an adult.
- Each participant has the right to remain silent but must say "pass" when it his/her turn.
- A "talking object" is used e.g. a shell, a stone, a soft toy, or any unusual object that can easily be passed from hand to hand. When the person is holding the "talking object" s/he is allowed to speak.

"Circle Time", according to Mosley, provides the ideal group listening system for enhancing pupil's self-esteem, promoting moral values, building a sense of team and developing social skills. It is a democratic system, involving all Pupils and giving them equal rights and opportunities." (*Quality Circle Time* 1996)

Key Benefits of Circle Time

- Takes place in a safe /secure environment.
- Sitting in a circle symbolically promotes the notion of equal responsibility.
- Develops a sense of belonging to a group they can trust.
- Motivates those involved into a willingness to share thoughts and feelings.
- Can be a problem solving strategy.
- Improves listening skills.
- Develops empathy.
- Encourages collective responsibility for the promotion of self-esteem and positive behaviour.
- Establishes a forum where pupils can help one another.
- Helps pupils develop positive relationships.
- Encourages self-discipline, as each child can identify his/her own behaviour or work problems and formulate an action plan to deal with them with the support of others.

Active Playground

Conflict on the yard may be offset by ensuring that there are a variety of activities available to suit the needs and aptitudes of all Pupils.

An active Playground has been created in our school yard. The active playground aims to encourage the physical activity and interaction of pupils in a stimulating atmosphere while at the same time fostering good relationships among them. Skipping ropes and hula hoops are provided for use on the yard.

An active line is to be used in junior and main yards at the end of breaks.

In keeping with our whole school policy of Restorative Practice we use the following sanctions on yard.

- Non-Verbal Warning
- Verbal Warning
- Reprimand
- Yellow Card
- Red Card and Restorative Questioning (See Appendix 3)
- Loss of Privilege-Spend time in the Reflection Zone on yard (3 minutes Junior Yard and 5 mins Senior Yard)

Behavioural Support Team (BST)

Communication with the B.S.T. is helpful as they can help each teacher through difficult moments of behaviour by supporting them and giving advice.

4. Sanctions.

These are in no particular order and teacher's discretion is to be used in each situation.

The balance between rewards and sanctions, in both policy and practice, is the hallmark of our school's approach to maintaining good standards of behaviour. We believe that laying the emphasis on rewards rather than on sanctions brings out the best in our pupils. However, when a pupil breaks the Golden Rules on a regular basis various steps have to be taken and various sanctions have to be imposed depending on the gravity of the situation. When a sanction is being imposed on a pupil, it is made clear to the pupil that it is the Behaviour that is being criticised and not the pupil him/herself.

The following is a list of sanctions that may be imposed on a pupil for breaking the Golden Rules. As all curricular areas are of equal importance to each pupil it is not our school policy to exclude a pupil from PE, Art Computers or such lessons as a form of sanction. Golden Time is the only part of the week where a pupil can be excluded for bad behaviour.

The sanctions below start on a light note and become more serious as the behaviour deteriorates. If a pupil offends the teacher, the SNA, another pupil or any adult worker when breaking a Golden Rule s/he is expected to apologise to that person.

A collaborative approach to imposing a sanction/ consequence will be used among staff members in the school.

Non-verbal warning

When a pupil misbehaves in a classroom very often a look/ finger put to the lip from a member of staff in his/her direction is enough to stop the behaviour.

Verbal Warning

If the pupil continues to misbehave a member of staff corrects the pupil and warns him/her to behave properly while simultaneously drawing attention to the good behaviour of another pupil. Recite Golden Rule.

If the pupil does not correct his / her behaviour a further verbal warning is given to the pupil and the staff member states the Golden Rule that is being broken. The pupil is asked to repeat the Golden Rule.

Reprimand

If the pupil still does not correct his/her behaviour a reprimand is given and the staff member once again states the Golden Rule that is being broken. The pupil is again asked to repeat it.

Below are examples of Classroom Management Techniques that can be used:

Reflective Zone – A reflective/restorative sheet will be completed on the Golden Rule that has been broken. This sheet can be in written form (See Appendix 4) or as a colouring sheet.

If the golden rule is broken on numerous occasions the reflective sheet will be sent home to be signed by parents/guardians (See Appendix 5).

Coloured coded behavioural system (traffic light system) - All pupils will start on the colour green each day. Pupils that are behaved excellently will progress through silver and onto gold. Pupils that progress to gold will get a reward from the teacher. This can be decided by the teacher. Pupils that are not behaving excellently go from green through orange and onto red. Pupils that end up on red will be dealt with by the teacher in a way that they would feel most appropriate.

Here are some examples of situations that may be used for pupils breaking the golden rules in class and on yard. Each of these should be used up on numerous occasions before moving onto the next level.

Loss of privileges

- Line leader
- Classroom Jobs
- Loss of Golden Time
- Spend time in the reflection zone on the yard (3 mins junior yard & 5 mins senior yard)

If this is a persisting situation the member of staff should talk to someone on the B.S.T. A plan will be put in place for the pupil. It is important that teachers record above incidences (See Appendix 6).

Depending on the severity and frequency of the situation the class teacher has the following options which can be used on a few occasions. A record is kept of these meetings (See Appendix 7)

1. Phone-call to parents/guardians.
2. Meeting with class teacher and parents/guardians.
3. Meeting with class teacher, parents/guardians and a B.S.T. member.
4. Meeting with class teacher, deputy principal, parents/guardians and a B.S.T. member.
5. Meeting with class teacher, principal, parents/guardians and a B.S.T. member.

After all avenues of positivity have been exhausted and all sanctions have been exercised on numerous occasions then the Principal will decide on what is the next course of action. This may involve the implementation of the suspension policy & ultimately expulsion from the school. Please see suspension and expulsion policies.

The Child with an IBP

Occasionally there is a pupil for whom none of the above rewards, incentives or sanctions work. Behaviours must be monitored to assess if rewards/sanctions are increasing positive behaviour. This pupil is often referred to as the Child with an Individual Behavioural Plan. There are a variety of reasons why this pupil finds it extremely difficult to conform to the school's Code of Behaviour. Due to the various needs and difficulties of these pupils they will follow the protocol as stated in their Individual Behaviour Plan and Pupil Support Plans. IBPs are created following assessment of the functions of challenging behaviour.

An Cuan – ASD Classes

The pupils in An Cuan (ASD classes) due to their individual needs, will follow the protocol as stated in their Individual Behaviour Plan and Pupil Support Plans.

Review Timetable

This Behaviour Policy will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Behaviour Policy was reviewed by the Board of Management on _____

Signed: _____

Signed: _____

Chairperson of Board of Management

Principal/Secretary to the B of M

Date: _____

Date: _____

Appendix 1





Scarlleigh N.S.
SALEEN

Gold Certificate

Congratulations to _____
for _____.

Signed: _____ Date: _____

Appendix 2

<p>SUBJECT PASS!!</p> <p>YOU'RE A </p> <p>Name: _____ Date: _____</p>	<p>SUBJECT PASS!!</p> <p>YOU'RE A </p> <p>Name: _____ Date: _____</p>
<p>SUBJECT PASS!!</p> <p>YOU'RE A </p> <p>Name: _____ Date: _____</p>	<p>SUBJECT PASS!!</p> <p>YOU'RE A </p> <p>Name: _____ Date: _____</p>

Appendix 3

Restorative Questions to address harm

- ❖ What happened?**

- ❖ What were you thinking of at the time?**

- ❖ What have you thought about it since?**

- ❖ Who has been affected and in what way?**

- ❖ How could things have been done differently?**

- ❖ What do you think needs to happen next?**

Appendix 4

Reflection/Restorative Sheet to be completed at school

Reflection / Restorative Sheet

STOP AND THINK

1. What rule did I break?

2. What can you do differently next time?

Pupil's name:

Teacher's Signature:

Parent's Signature:

Appendix 5

Reflection / Restorative Sheet to be sent home

Reflection / Restorative Sheet

STOP AND THINK

1. What rule did I break?

2. What can you do differently next time?

Pupil's name:

Teacher's Signature:

Parent's Signature:

Appendix 6

Sample Behaviour Record

Name: _____

Class: _____

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Thinking Chair										
Broke Golden Rule-Reflection Sheet										
Loss of Golden Time										
Time Spent in Reflection Zone										
Reflection Sheet sent home										

Appendix 7

Meeting Record

Child:	Teacher:	Class:
	Date:	
Please tick	Meeting: _____	Phonecall: _____
Meeting requested by		
Reason for meeting		
Items discussed		
Action agreed		
Follow up		
Signed	Teacher: _____ Parent _____	

This policy was reviewed by the Board of Management on 13/09/2022 .

Signed: [Signature: Thomas Casey]

Signed: [Signature: Devin O'D...]

Chairperson of the BOM

Principal/Secretary of the BOM

Date: 13/09/2022

Date: 13/09/2022

This policy was reviewed by the Board of Management on _____ .

Signed: _____

Signed: _____

Chairperson of the BOM

Principal/Secretary of the BOM

Date: _____

Date: _____

This policy was reviewed by the Board of Management on _____ .

Signed: _____

Signed: _____

Chairperson of the BOM

Principal/Secretary of the BOM

Date: _____

Date: _____