

Roxboro N.S.



Code of Behaviour/ Positive Behaviour Model

Good behaviour is based on good relations between parents/guardians, child and school.

In Roxboro N.S. we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

Aims of the code:

- 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 enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

Whole school approach to Promoting Positive Behaviour

Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage *'Kind Hands, Kind Words, Kind Feet'*.

Parents

- Positive relationships are built from the beginning with parents and they are encouraged to take an active role in the development of their child. Teachers work in collaboration with parents to develop any specific behaviour plans for their child.
- There are clear channels through which parents can communicate any concerns they may have about a pupil.
- Parents are expected to
 - Equip pupils with appropriate school materials, sufficient healthy lunch and full uniform.
 - Be courteous towards pupils and staff
 - Make an appointment to meet with a teacher/ Principal through the school office
 - Respect school property and encourage the children to do the same
 - Label pupils' school jumpers and coats and other property

Pupils

- At the beginning of each school year the class teacher will draft a list of class rules with the children which reflect and support the school rules, but are presented in a way that is accessible to the children.

School Rules

1. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect for other students and their learning
4. We are kind and willing to help others
5. We follow instructions from staff immediately
6. We walk quietly in the school building
7. We show courtesy and good manners
8. We try to use respectful ways of resolving difficulties and conflict
9. We ask permission to leave the classroom/school
10. We do our best in class
11. We take responsibility for our own work
12. We wear the appropriate uniform
13. We follow our Healthy Eating Policy

These can be summed up as 6 Golden Rules:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.
3. We are honest. We tell the truth.
4. We are kind.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

These 6 "Golden Rules" will be the main ones used for infant classes. Rules apply during school-time and during all school related activities.

Class Rules

Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. 'Walk' and not, 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Incentives/Reward System

Part of the vision of Roxboro N.S. is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation

- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- ‘Bualadh Bos’ in class or special mention at assembly.

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child’s behaviour.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- **PHYSICAL:** includes pushing, shoving, punching, kicking, poking, tripping, etc.
- **VERBAL:** name calling which hurts, insults or humiliates.
- **EMOTIONAL:** threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Communication with parents
7. Referral to principal
8. Principal communicating with parents
9. 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)

Usually sanctions will relate as closely as possible to the behaviour.

Suspension and Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the

Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal (infants do not have a homework journal, please check bags for notes)

- Letters/notes from school to home and from home to school
- School web-site/e-mails

Parents/ guardians who apply to enrol their children will be given a copy of the schools' Code of Behaviour. An agreement signed by the parents/ guardians to abide by the Code of Behaviour must be returned to school in advance of enrolment.

Restorative Practice

Restorative Values Restorative Practice is a values-based philosophy. Relationships are at the heart of Restorative Practice. Using Restorative Practice at Roxboro N.S. enables us to respond to conflict when it arises, in a way that prioritises relationships and connects all involved to their best selves and to one another. The values which are central to Restorative Practice: respect, empathy, safe/safety, personal, accountability, equality, community and trust are central to everything we do at Roxboro N.S. Restorative Practice and its seven values inform how we think, engage, speak, listen, and approach situations all around us.

Using this approach, staff regularly identify explicit, observable practices that exemplify restorative values. By drawing attention to words and actions which support restorative values, we are living values-in-action. The explicit language and actions to which staff regularly draw children's attention, ultimately scaffolds a restorative culture at our school. Restorative Practice uses the restorative values as a compass; when dealing with conflict, it moves us away from blame and attack, and instead ignites a path towards connection, solutions and empathy. A restorative approach cultivates active responsibility and accountability over conformity. It also develops our capacity to regulate, recognise and communicate emotions. Restorative Practice encourages high expectations; every child at Roxboro N.S. is encouraged and supported to be their own, best self. Restorative Practice provides the framework and the focus on caring relationships which are needed to enable each child to reach his/her potential.

The Board of Management of Roxboro National School acknowledges the support of all teaching staff and the Parent's association in the formulation of this code.

This policy was ratified by the Board of Management in January 2024 and will be reviewed again in two years time.

Signed: Kathrina Heneghan (Chairperson) Principal Aisling O'Neill
