

# St. Brigid's Primary School, Kildare Town

## Code of Behaviour

### INTRODUCTORY STATEMENT

St Brigid's Primary School code of behaviour is the result of the ongoing consultation and collaboration between the Principal, teaching staff, parents and Board of Management. It will be reviewed and reformulated at regular intervals in line with the guidelines issued by the National Educational Welfare Board (NEWB) (Appendix 1).

It was agreed that a high standard of behaviour requires a strong sense of community, loyalty within the school and a high level of co-operation between staff, pupils, parents and wider school community. It is a condition of attendance at the school that pupils abide by this code of behaviour.

In drawing up the code, consideration has been given to the particular needs and the circumstances of both the school and of our pupils. The aim of the Code is to ensure that the individuality of each pupil is respected, while acknowledging the right of each pupil to education in a productive and safe environment.

In the code, "the principal" refers to the Principal of St. Brigid's Primary School and the "Board of Management" refers to the Board of Management of said school. When the term "parents" is used it denotes the parents or legal guardians of the child.

### AIMS

- To create an environment where all partners in the school community (i.e. children, staff members and parents) feel happy, safe, respected and valued.
- To create an atmosphere of respect and consideration for others and the general school environment.
- To enhance the learning environment where children can make progress in all aspects of their development and reach their creative and intellectual potential without disruption.
- To have a framework in place (i.e. the code of good behaviour), which encourages structure and safety to help the school run efficiently and smoothly.
- To help children acquire and develop moral and ethical values which promotes respect and courtesy for the belief and values of others.
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner across the school, **particularly in common areas of the school (yard, hallways, stairs etc.).**

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### KEEPING RECORDS

#### **Class Level:**

- Teachers keep note of children's persistent minor misbehaviour or serious misbehaviours on Aladdin where necessary. This will ensure tracking of behaviour from year to year. It will also be used to inform parents of their child's behaviour and progress at the parent-teacher meetings and the annual school report. Good behaviour as well as misbehaviours ought to be noted.

#### **Playground:**

- Serious incidents of misbehaviour on the playground are recorded in the school behaviour book by the supervising teacher.
- The staff on yard duty will inform the class teachers and/or principal of serious incidents of misbehaviour on the yard.

#### **School Records**

- Letters and phone calls regarding significant incidences of misbehaviour will be recorded on Aladdin by the class teacher.
- Meetings between children and outside agencies will also be recorded on Aladdin by either a member of the SEN team or the class teacher.
- Documentation pertaining to Section 29 appeals will be kept and stored in a locked filing cabinet in the school office.

#### **Records of Suspension**

- Records will be kept of investigation and decision-making (including notes of all investigation, the decision-making process, the decision and its rationale, the duration of the suspension and any conditions attached). These records will be kept in a locked filing cabinet in the office.
- Report to the Board of Management. The principal will report all suspensions to the Board with reasons for and the duration of the suspension.
- A report will be made to the NEWB in accordance with the NEWB guidelines.

#### **Records in respect of expulsion**

- All data, letters etc will be kept as in the case of suspension.

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#### **PROCEDURE FOR THE RESOLUTION OF COMPLAINTS:**

Complaints are taken under guidelines laid down in agreement between CPSMA and INTO. Guidelines available in school or on the Catholic Primary Schools Management Association (CPSMA) Web Site. (see Appendix 2)

#### **PUPILS WITH SPECIAL NEEDS**

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanors, they will also show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve agreeing a behaviour plan or contract or working and co-operating with the Resource Teacher and a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out-of-school agencies.

Home/School communication notebooks may be used in some circumstances if the need arises. These may require the signature of the Principal at the end of the day.

#### **COMMUNICATING AND IMPLEMENTING THE CODE**

- All parents will be made aware of the Code of Behaviour (available on the school website), and will sign the agreement form in the Homework Journal (from 1/9/2015).
- Special effort will be made to ensure that pupils with special educational needs understand the school rules, the reward systems and the consequences of misbehaviour. SPHE lessons, DVD's and role-play may be used to ensure these pupils understand cause and effects of behaviour. Teachers will teach the Code of Behaviour to pupils in an age appropriate manner.
- When investigating breaches of this code, it is important to allow the child have an opportunity to speak. They may wish to explain their version of events, admit their mistakes or apologise.
- Teachers are responsible for bringing their concerns regarding behaviour, to the attention of the Principal and Deputy Principal as necessary.

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Often, rules arise from having to protect peoples' rights and acknowledge peoples' responsibilities. This is true especially in a school setting.

<p><b><u>Our school safety rule</u></b> In our school, we all have a <b>right</b> to feel safe. We have a <b>responsibility</b> to ensure that everyone else also feels safe.</p>	<p><b><u>Our school learning rule</u></b> In our school, we all have a <b>right</b> to learn. We have a <b>responsibility</b> to allow others to learn.</p>
<p><b><u>Our school communication rule</u></b> In our school, we all have a <b>right</b> to communicate. We all have a <b>responsibility</b> to allow others to communicate also.</p>	<p><b><u>Our school respect rule</u></b> In our school, we have a <b>right</b> to be treated with respect. We all have the <b>responsibility</b> to treat others with respect.</p>

**School Rules:**

1. I will come into school grounds through the main gate
2. If I come to school on my bicycle, I will get off at the school gate and walk with my bicycle to the shed.
3. I will not climb on anything in or around the school building.
4. I am responsible for any personal property I bring to school.
5. I will be respectful of other people and their property.
6. I will not run in the school building (**stairs and corridors included**).
7. I will use my indoor voice in the school building.
8. I will not leave the school building or yard during school times without permission.
9. I will walk quietly in my line.
10. I will greet everyone politely and respectfully.

**Classroom rules:**

**(Class teachers may rephrase/reword these as they see fit)**

1. I will follow the instructions of the adult in charge.
2. I will sit on my chair when requested to do so and do my work well.
3. I will listen. I will let others speak.
4. I will take turns. I will put my hand up to speak.
5. I will always walk.
6. I will help to keep a tidy classroom.
7. I will use the toilet properly and wash my hands.
8. I will walk quietly on the stairs one step at a time going to and from the classroom. I will hold the handrail.

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### Yard rules:

1. I will stay in my designated area. I will follow the rules of this area.
2. I will walk quietly to and from the yard under teacher supervision.
3. I will let others join in my games. I will share the ball.
4. I will be gentle. I will not kick, punch or play rough games.
5. I will not use bad language or call names.
6. I will not bring food or personal belongings to the yard.
7. I will not climb on anything (railings, fence, etc.) while on the yard.
8. I will not roll or tumble on the grass.
9. I will not throw stones.
10. I will only use the designated break-time toilet and leave it in good condition.

### ***Approaches to Rewards and Praise***

Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results. Our approach to rewards and praise include the following:

- A quiet word or gesture to show approval;
- Stickers, smiley faces, ink-stamps and/or stars on pupils work
- A visit to another member of Staff or to the Principal for commendation;
- A word of praise in front of a group or class;
- Awarding some special responsibility or privilege e.g. leader of the day, specific classroom job.
- Informing parent - positive written/verbal communication. This could include a note in the pupil's homework journal or a letter/postcard home. (Teachers to ensure that each child will eventually receive a postcard by year end)

It is necessary also to ensure that the giving of praise is sensitive to the age and personality of the child because certain pupils may prefer private praise such as notes of approval in their copy to being singled out and embarrassed by public praise.

Teachers will also implement a variety of rewards that suit the various age levels and interests of the pupils. Based on a synthesis of behaviour management programmes such as Discipline for Learning and Jenny Mosley's Quality Circle Time Model, the following strategies may be used as incentives to affirm positive behaviour:

- Tokens, points, treats or stickers awarded to individuals/teams/class for good behaviour and effort put into school and homework;

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- Extra privileges like extended computer time; extra story time; extended PE
- Special Class treats - golden-time; raffle; extra break/PE; watch a DVD; class outing/field trip, listening corner, extra library time.
- Taking class outside for lunch, art, weather permitting.
- Certificates of Merit presented by Class teachers.
- Good News bulletin board/good news tree
- Affirming desirable behaviour during Circle Time
- Photos of award winners taken and displayed
- Lucky dip
- Graduation ceremony
- Reduced homework on agreed nights
- Positive comments about the children by the principal
- To encourage a special needs child to complete a task, an SNA may remove them from class briefly, e.g. a brief walk.

This is not an exhaustive list and classroom teachers may have their own systems in place within their classroom.

It is also important to reward class groups as well as individuals because this encourages the development of a corporate image where the pupils share a positive group identity which fosters and encourages co-operative behaviour.

#### **Suggestions for class reward systems:**

Every teacher will praise and reward positive behaviour in their classrooms using different reward systems.

#### **Contract:**

At the start of the term make a contract with the children e.g. Star chart. If the class gets x amount of stars in a term they get a reward - watch a dvd.

#### **Pasta Jar.**

One full jar of pasta and one empty jar.

Every time class is well behaved/ works well etc. a child takes a fistful of pasta and puts it in the empty jar. When empty jar is full class gets a reward e.g. extra break/no homework etc.

#### **Jar of Cubes**

As above, but child puts a cube into the jar when he/she is well behaved/works well. All class gets a reward when the jar is full - even the child who may have been misbehaving on an individual basis.

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### **Group Star Chart**

Each table/group has a chart. Groups achieve stars for good work/behaviour. Group with most stars after certain period - one month gets a reward.

### **Individual Child**

Child gets a raffle ticket for good work behaviour.

At the end of the month/term teacher holds a mini raffle.

**Prizes:** pencil, rubber etc. A 'lucky dip' could also be used.

### **Individual (very disruptive) child**

Behaviour contract: Behavioural Plan

Link between home and school (recommended for children with ADHD).

Teacher fills in short daily report on child - 1/ 2 lines. If child gets a good report = star. 5 stars at end of week = small reward. Sheet brought home and signed by parent/guardian every night.

### **Misbehaviours**

There follows a selection of possible misbehaviours, both minor and serious. This is not an exhaustive list, and may be amended following review of the policy.

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<p><b>Minor Misbehaviours</b></p>	<ul style="list-style-type: none"><li>• Interrupting class work (e.g. walking around the classroom without permission; throwing objects; talking at the wrong time; making noise; fidgeting; eating at the wrong time; inappropriate/bad language; inattention; refusal to work; distracting others from their school work)</li><li>• Lack of application to school work</li><li>• Poor punctuality (where the <b>child</b> is at fault)</li><li>• Homework not done or incomplete without good reason.</li><li>• Leaving seat without permission.</li><li>• Consistently wearing incorrect uniform.</li><li>• Running in the school building.</li><li>• Leaving litter around the school.</li><li>• Possessing a mobile phone or other electronic device during school hours.</li><li>• Not responding to the school bell in a timely manner.</li><li>• Disruptive behaviour in the bathroom/using wrong bathroom</li><li>• Lack of compliance with school policy on hair, make-up and jewellery.</li><li>• Being discourteous, unmannerly or answering back.</li><li>• Wrong Yard/designated areas.</li><li>• Interfering with/damaging school or other pupils' property.</li><li>• Dishonesty</li><li>• Chewing Gum</li><li>• Name-Calling</li><li>• Spitting</li><li>• Rough play.</li><li>• Throwing objects in the classroom or school yard</li></ul>
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<p><b>Serious Misbehaviour</b></p>	<ul style="list-style-type: none"><li>• All minor behavior when on a continuous basis-persistent</li><li>• Stealing - intentional taking of items. (Interpreting 'stealing' will relate to age of the child).</li><li>• Smoking</li><li>• Possession of illegal substances</li><li>• Dishonesty (serious allegations)</li><li>• Wilfully endangering self/fellow pupils in the schoolyard at break time.</li><li>• Wilful damage to school/other pupil's property.</li><li>• Leaving school premises during school day without appropriate permission.</li><li>• Verbal abuse or racist/sexist remarks</li><li>• Bringing weapons to school or using objects as weapons in school.</li><li>• Deliberately injuring or attempting to injure a fellow pupil/staff member/visitor and so forth.</li><li>• Blatant disobedience or disrespect.</li><li>• Bullying including cyber-bullying (See separate Policy Document)</li><li>• Inappropriate use of school IT</li><li>• Making threats of physical violence to a teacher or fellow pupil</li><li>• Inappropriate relations between pupils</li><li>• Graffiti on any surface</li><li>• Any behavior which has a detrimental effect on education/safety of others.</li></ul>
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### Dealing with Misbehaviour

#### **Minor misbehaviours**

Minor misbehaviours are dealt with in the first instance by the class teacher.

The following sanctions may be used:

- Verbal warning, rule-reminder, deferred consequence ("If you continue to ....., then you/I will have to ....." )
- Temporary separation from peers (within/out class, with specific work to do.)
- Time out on the playground ( **1min. per year of child's age**)
- Contact made with parents/guardians
- Prescribing in-school extra work- "punishment work" (**Not homework**)
- Loss of privileges- incl. Golden Time, library, ICT etc.
- The behaviour is recorded in the behaviour book/ Aladdin.

#### **Persistent Minor Misbehaviour or Serious Misbehaviour**

- Class teacher makes initial contact with parents.
- On subsequent occasions, Principal/ Deputy Principal may be requested to contact the parents.
- Detention (**Rang 1 - Rang 6 amháin**)
  - If detention happens 3 times in one term a meeting with parents, child and principal is convened.
  - If detention occurs 4 times in one term suspension may be considered.
- Exclusion from the playground - stay in office/ classroom with supervision
- Removal from playground at break times by parents.
- Parents have to sign child in to school at 8.55am and sign out at 2.40pm.
- Suspension or Expulsion ( see Appendix 3)

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### STRATEGIES TO AFFIRM AND PROMOTE POSITIVE BEHAVIOUR

#### 1. Whole school Approach

- Teachers may wish to use class dojo.
- We regularly have school assemblies where success (in relation to behaviour, attendance, class and homework) is acknowledged, rewarded and celebrated. We will take a thematic approach to assemblies to address different positive attributes such as "Kindness". Success stories will also be acknowledged.
- "Ten Minute Assembly"- organised by class-level teachers (keep children on yard after break?), just to acknowledge achievements of children e.g. Student of the Week, Best Líne.
- Promoting good behaviour is the main goal of our code. All staff actively support our school ethos which emphasises care, respect and responsibility.
- Achievements acknowledged over the inter-com.
- There are good relationships between teachers, parents and pupils and a happy school atmosphere.
- Adults model the behaviour that is expected from students.
- Parents are welcome in our school and the staff consult with them where necessary.

#### 2. Classroom approach

- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established - e.g. entry to the classroom, settling for whole class teaching, appropriate seat planning, transition time routines, how to fairly get teachers attention, noise level for pair/group work. etc,
- Teachers may use a classroom management plan to promote positive behaviour. (see separate sheet for a sample classroom management plan)
- We acknowledge positive behaviour by praising children on their behaviour and by rewarding them.
- Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils.
- Problems are noticed and dealt with as soon as possible.
- Each teacher engages in a 'Quiet time' on a regular basis (e.g. D.E.A.R. Time/ Pupils working silently for a given time on a particular activity).
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree to a set of rules stated in terms of observable behaviours which are must be displayed in the classroom.

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- Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear and consistent consequences.
- Staff treat pupils with respect and build up positive relationships with them.
- SPHE is used as a structure within which to address the teaching of social skills, self-esteem, respect and care for others

### **INTERVENTIONS AND SUPPORT - list of options**

- Classroom management plan as agreed with all students at the start of the school year (see attached)
- Social skills programme as part of S.P.H.E.
- Yard games/activities organised if the behaviour is taking place on the yard
- Students may be referred to SEN teacher/school counsellor/SNA for one to one support/advice/teaching.
- As mentioned above, a reward system will operate in each class.
- Use of Behaviour Monitoring Card/Plan/Chart for particularly disruptive students. The student must get behaviour comments/stickers/smiley faces (age appropriate) from relevant teachers throughout the day. (see appendix for samples)
- Use a behavioural check-list (e.g. Behavioural Environment Checklist - Birmingham City Council or use the learning environment checklist from the NEPS booklet "Special Educational Needs - A Continuum of Support")
- Build self-esteem using for example multiple intelligence checklists for child and parents to fill in re. what type of a learner the child is e.g. the "Eight Kinds of Smart" student checklist in *Teachers, Change Your Bait* by Martha Kaufeldt.
- A Behaviour Plan may be considered when a child consistently exhibits challenging and disruptive behaviour. A Behaviour Plan will focus on a limited number of behavioural targets. It is envisaged that the child will be involved in the setting of targets. If a child is entitled to a support teacher on the basis of his behavioural needs, the support teacher may set targets in consultation with the child, the class teacher and the parents.
- For pupils who exhibit particularly challenging behaviour, support services may be requested to assist in responding to the needs of the pupils. Sources of support may include, the National Educational Psychological Service (NEPS), HSE Community Psychology Services and the National Council for Special Education.

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**Success Criteria:**

- Positive feedback from the whole school community
- Observations of behaviour in the class, yard, toilets and corridors.
- Happy and caring school atmosphere
- Reduced number of recordings of misbehaviour on the school behaviour book.

**Implementation Date:** April 13<sup>th</sup> 2015

**Timetable for Review:** Review at end of September 2015, and every two years thereafter.

**Ratification and Communication:**

- Ratified by the Board of Management
- Circulated to ancillary staff
- Circulated to all parents/guardians via internet and Newsletter
- Published on school website.
- Class meetings with parents at beginning of school year.  
Signed on behalf of the Board of Management by:

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