

# JOHN SCOTTUS NATIONAL SCHOOL

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## Code of Behaviour

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### 1. Introduction

The purposes of this document are to set out clearly

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

It was drawn up by staff - with reference to 'NEWB - Developing a Code of Behaviour' and in consultation with parents.

It is an ethos aspect of the school that acknowledges a change in children when they reach the age of 10. This also is reflected in our expectations of their behaviour.

### 2. Aims

The overall aims of the policy are to:

- support the implementation of the ethos
- create a climate that encourages and reinforces good behaviour
- create a positive and safe environment for teaching and learning
- encourage students to take personal responsibility for their learning and their behaviour
- help young people to mature into responsible participating citizens
- build positive relationships of mutual respect and mutual support among students, staff and parents
- ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

### **3. Ethos**

John Scottus School believes that in essence the child is pure, perfect and complete. In school, the child learns, among other things, to live in a community.

In practice this translates into three behaviour guidelines for every pupil:

**Delighting in the present moment**

**Respecting yourself and others and**

**Being truthful**

### **4. Scope**

This policy applies to all pupils:

- at all times when in the school uniform
- in school and
- on any school-related outings/trips

### **5. Principles**

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

- Providing clarity about expected behaviour
- Affirming that everyone's behaviour matters
- Focusing on promoting good behaviour
- Recognising that teacher-pupil relationships are crucial
- Focusing on personal responsibility
- Attending to the welfare of all students (including the right to participate in, and benefit from, education) and other members of the school community
- Balancing the needs of challenging pupils displaying challenging behaviour and other pupils
- Ensuring fairness and equity
- Promoting equality
- Recognising educational vulnerability

### **6. Promoting Good Behaviour**

The overall strategy of the code is to promote a culture of expected good behaviour, prevent misbehaviour and where it does occur, to endeavour to solve the underlying problem.

Good behaviour is promoted by a variety of means:

1. Great emphasis is put on teacher-pupil relationships.
2. Teachers understand the importance of acting as a unified group so that children get a single consistent message in relation to particular behaviour.

3. In-class: regular discussions, regular reminders by teachers, highlighting rewarding & celebrating good behaviour, class rules on display. The rules will be expressed age-appropriately by the teacher.

4a. Whole-school: themed weeks, regular topic in assembly, school rules on display

4b. Teachers believe that a co-ordinated agreed consistent approach between parents and the school is the best foundation for good pupil behaviour.

Therefore, parental support for this code of behaviour is essential and is expected.

The Principal is responsible for ensuring that substitute and specialist teachers are aware of the relevant class rules.

## **7. Expected Behaviour**

### 1. School Rules

All children are expected to always ...

Take care of themselves and everyone else

Give attention & participate fully

Follow all instructions immediately

Speak truthfully & beautifully

Take care of everything

These are on display in the school.

2. Classroom Rules: These are set by the individual class teacher, after discussion with the pupils. They vary from class to class. They are reviewed by the Principal to ensure that they are consistent with COB. They are kept on display in the classroom.

The following two sets of rules are whole-school rules, which apply to children in all classes. They are decided upon by staff as a whole and amended as necessary when circumstances change.

3. Common Activity Rules: Bus, Break, Lunch, Yard, Beginning & End of day

4. Movement Rules: inside the school building, outside. For the details see Appendix A.

## **8. Implementing the Code**

The way the school and classroom rules are implemented will vary a little from class to class but teachers will follow the principles outlined above. Teacher will take account of individual situations while having regard to the overall needs of the school.

Communicating: Teachers will report to parents on individual behaviour issues in EOT reports and in various meetings throughout the year. Communication will also take place via homework journal, email and notes.

### **9. Solving a Misbehaviour Problem**

<b>Behaviour Categories</b>	
<u>Good Behaviour</u>	<u>Misbehaviour</u>
<b>Respect for self &amp; others</b>	Assault – verbal Assault – physical
<b>Giving attention &amp; participating fully</b>	Not participating Sloppy work Inattentiveness to the task Inappropriate physical activity
<b>Follow Instructions</b>	Not carrying out the instruction Distracting another child Talking at the wrong time
<b>Truthful &amp; beautiful speech</b>	Telling lies Bad language Hurtful language
<b>Respect for property</b>	Stealing Vandalizing Careless or negligent of property

The approach to misbehaviour is to solve the problem, not react, i.e. change the behaviour and so, prevent re-occurrence. Teachers will employ a variety of means to deal with misbehaviour including: keeping it as local as possible, distinguishing the pupil from the behaviour, involving parents, other teachers and the Principal etc.

It has been found that in cases of regular or serious misbehaviour extensive parent-teacher communication is necessary.

Sometimes teachers will decide that some form of restriction or prohibition (sanction) is the best way to change behaviour. Sanctions are intended to change behaviour not punish. If a particular one does not work, then the teacher will stop using it and try a different one.

Prior to applying sanctions the teacher will have signalled in a variety of ways - including gestural and verbal reminders & warnings - that behaviour is inappropriate.

Children will be made aware of the format and meaning of warnings. They will also be informed that sanctions are in place.

In general sanctions can be categorised into the following groups:

- time-out in own or other class (not Junior Infants), of varying lengths of time appropriate to age. The school will ensure that this does not deny any child access to the curriculum on a regular basis. (Time-out and/or loss of playtime may also be used to contain a behavioural situation in order for the lesson to proceed.)
- loss of privileges

- restricted playtime (and maybe a specific task or assignment) during playtime and/or at home), of varying lengths of time appropriate to age
- holdback after school
- suspension, in-school and out-of school,
- expulsion

Appendices A, B & C give examples of more specific behavioural processes, which may be operational.

Where a child is unable or unwilling to comply with the school or class rules, it may be necessary to devise an Individual Behaviour Support Plan. This will be devised in conjunction with parents and the school.

Record-keeping: When there is regular pattern of misbehaviour or an incident deemed serious by the Class Teacher, instances and sanctions will be recorded.

Communication: Parents and the Principal will be informed if a pattern of misbehaviour develops or if there is a single instance of serious misbehaviour.

Class Trips & Outings (including swimming): Eligibility for class trips and outings is dependent on good behaviour. Teachers will refuse to allow a child to go on a trip or outing if they believe there is a Health or Safety risk due to a child's inability to behave correctly and follow school rules.

On class trips, misbehaviour may result in children being excluded from further activities with immediate effect. Parents are responsible for all costs relating to the curtailment of their child's participation.

## **10. Suspension and expulsion**

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 Principal investigates the situation and makes a draft decision. The Principal informs the parents and offers them a meeting to discuss further. The Principal makes a final decision & informs the parents. If suspension is decided the parents decide whether or not 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 Principal may decide there is a need for immediate suspension on safety grounds prior to due process.

### Expulsion Process

The Principal investigates the situation and makes a draft recommendation to the Board of Management (BOM). The Principal 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.

## **Appendices:**

The Appendices are subject to update through Staff Meetings whenever necessary. Children will be informed by their teacher. Parents will not be informed.

### **Appendix A: Whole-School Common Activity and Movement Rules (as at September 2016)**

#### A1. Movement inside the school building

Walk quietly; give way to adults; hold the banister coming down the stairs

#### A2. Bus

Sit where told, buckle up, stay seated

#### A3. Beginning & End of Day

Shake hands with the teacher

#### A4. Lunch

##### Northumberland Road

Enter the lunchroom in silence; sit down & wait silently for instructions. Remember to serve your neighbours, to start with fruit or salad and not to start eating until the teacher indicates.

##### Morehampton Road

Enter the lunchroom in silence

#### A5. Yard

Do not leave the yard without permission. Light tipping only. No screaming or shouting. At the end of playtime freeze on the first whistle; line up in silence on the second whistle leaving a space between you and the pupil in front. Wait quietly for your teacher.

#### A6. Outside the school (including going to & from the Secret Garden)

Walk briskly, in pairs, in line talking only to your partner. Keep up with the pair in front of you.

### **Appendix B: Behaviour protocol to prevent disruption and misbehaviour towards anyone else in Morehampton Road (as at September 2016)**

Consistent: everyone, every time, every situation: class, PE (incl Karate), swimming, Sanskrit, Phil, yard, music, confirmation,

3 steps to class exit plan, with 3 extra steps for children with special needs

No discussion, no explanation

Applicable in all locations

Some or all of the following will be followed to manage inappropriate behaviour:

Teacher or pupil can invoke time out by saying 'Time-off'. Pupil can go to N22 or sit on stair, for a few minutes, if either feel it is necessary.

Step up example:

Situation: John banging pen on desk Teacher: " <b>John stop!</b> " Response 1a: John stops; no further action Response 1b: John continues Teacher: " <b>John, one</b> "  Response 2a: John stops; no further action Response 2b: John continues Teacher: " <b>John, warning</b> "  Response 3a: John stops, no further action Response 3b: John continues Teacher: " <b>John, two</b> "	Response 4a: John stops; he stays on a '2' Response 4b: John continues Teacher: " <b>John, final</b> "  Response 5a: John stops; he stays on a '2' Response 5b: John continues Teacher: " <b>John, three</b> " & teacher initiates exit plan
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Serious incident

In the case of a serious incident there may be immediate class exit or suspension.

Step down:

If John is on a '2' and behaves correctly for 1 hour, he steps down to a '1'

If he is on a '1' and behaves correctly for 1 hour he steps down to altogether.

It is the pupil's job to remind the teacher of this.

Interpretation

It is the adult's job to decide what constitutes 'step up' behaviour

Exit plan

In own classroom; go to another class for 30m; Music; go back to own classroom

At PE, yard or swimming, go to sideline

At confirmation, go home

If refusal then suspension

Recording/Handover

Notebook with a page for each day; incidents to be written up at back of book

Notebook is a **class** notebook

On day page: write time and status: e.g. 12.45 'final'; 3.00: '1'. Notebook travels from teacher to teacher

Communication

Class teacher to inform parents of all 'step up' incidents

Suspension

After one exit, reset, return to class; if disruption starts suspension

Suspension lasts for the rest of the day

More than two suspensions in a 5 school day period, leads to a full day's suspension?

### **Appendix C: Behavioural protocol for Junior Infants to 4th Class (at September 2016)**

To encourage appropriate behaviour the teacher will give an instruction, give wait time, look for and acknowledge appropriate behaviour.

Some or all of the following will be followed to manage inappropriate behaviour:

1. Ignore inappropriate behaviour, increase physical proximity, question lack of compliance, a direction
2. Remind the child of appropriate behaviour
3. Offer the child a choice of behaving properly or facing sanctions
4. If inappropriate behaviour continues suitable sanctions will be applied

During this stage, the the child will be warned that they risk being excluded from the class.

5. If behaviour is dangerous or prevents learning, an exit strategy will apply.
  - The child will be given a yellow card and sent to another teacher - same level if appropriate – for a period (of time to be decided at each class level). Parents will be informed.
  - If the child is in 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> Class they will complete a Behaviour Record sheet which will be kept by the their Class Teacher. If the misbehaviour continues an orange card will be issued and they will be sent to the Deputy Principal.
  - On return to the class, if the misbehaviour continues they will be sent to the Principal.

END OF COB