**Our Code to Promote Positive Behaviour in Presentation Junior School Mullingar**

**Rationale: Why do we have a code? It is a good idea for everyone in our school community.**

 “Developing a Code of Behaviour: Guidelines for Schools” NEWB 2008 informed this policy.

A requirement under the Education Welfare Act 2000 refers to the obligation on schools to prepare a code of behaviour

**Relationship to our Ethos**

Presentation Convent Junior School strives to promote the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual. The principle of respect for all members of the community is at the heart of our Code of Behaviour. It is a framework which promotes positive behaviour and discourages unacceptable behaviour while attempting to put strategies in place to support all involved. The code places a greater emphasis on reward than on sanctions the ideal is that the pupil will gradually acquire self-regulation.

 **Aims:**

* To cultivate an environment where each individual is valued and appreciated for their unique personality, talents and ability
* To help children become aware of self- discipline/regulation and to encourage positive standards of behaviour based on consideration, respect and tolerance for others.
* To ensure a safe and productive learning environment
* To maintain good order throughout the school and foster respect for the school environment.

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. The Board also has a statutory obligation to provide staff with a safe place of work. All staff members have responsibility for their own classes and for students when undertaking playground supervision. All out of school activities must be undertaken with reference to our Code of Positive Behaviour.

We actively promote positive behaviour. A discussion of behaviour strategies will be part of some staff meetings. We will continue to monitor the effectiveness of our code. This code will be discussed at board in light of the ongoing Covid-19 pandemic. It is an intrinsic part of our Covid-19 Response Plan.

As part of our induction for all staff at the start of a new school year the Code of Behaviour will form part of our staff meeting agenda.

**What can you do as a student to help yourself learn and enjoy school?**

**Students are expected:**

* to treat yourself, each other, teacher and school personnel with respect (Mean cruel aggressive behaviour, name calling or foul language are disrespectful to yourself and others).
* to listen to the directions of the teacher and follow the Golden Rules
* To follow hand and cough hygiene as outlined in all areas of the school and school grounds and to adhere to social distancing as defined by DES and HSE guidelines
* To know that your parent/guardian has signed to say the Code of Behaviour will be followed by you.
* **The Golden Rules are as follows:**

|  |  |  |
| --- | --- | --- |
| **Be Gentle** | **Be honest** | **Look after property** |
| **Be kind and helpful** | **Work hard** | **Wash your hands and catch your sneeze or cough** |

* to remain in your seat during indoor break time and use, as much as possible, inside voices being considerate for each other;
* to have homework done or have a written note from home;
* to have lunch only at the set time and please never chew gum in school
* to keep desk and classroom clean and tidy with particular attention during the clean down at the end of lessons during Covid-19 protocols;
* to use only materials belonging to yourself and to always pick up any objects dropped immediately as required during Covid-19;
* to remember the motto **“I** **am responsible for me, hands to myself, feet to myself and think before I do or say”**; This is an easy way for the child to control the impulse to hit or kick. It also makes it easier to talk about the action with young children as we are relating to an action not an emotion.
* to understand bullying is wrong and will always be treated as a serious offence;
* to use walking feet and follow directions on the corridors;
* to make sure un-eaten lunch is taken home in the lunch box;
* to play well and safely together and include all who wish to play being mindful of any new pods or bubbles included for Covid-19;
* to bring to school only materials required on book list
* to start the day in the designated area and wait for teacher while being calm and respectful to each other
* to be mindful of the Golden Rules for the playground which are outlined in the boxes below

|  |  |  |
| --- | --- | --- |
| We are gentle | We are honest | We play well together |
| We are kind and helpful | We listen to people and follow Covid-19 directions  | We play safely  |

**What can you do as a teacher to help your students learn and enjoy learning for life?**

**Teachers are expected:**

* to have respect at the heart of all interactions
* to have positive everyday interactions with your child
* to model the behaviour that is expected from your child
* to have good school and class routines especially during Covid-19 measures
* to have clear boundaries and rules for your child
* to recognise and give feedback about behaviour
* to explore with your child how people should treat each other
* to help your child recognise and affirm good learning behaviour
* to cultivate a strong link between home and school
* to be familiar with the code of positive behaviour and other school policies and to support the implementation of these policies



**What can you do as a parent to help your child learn and enjoy school?**

**Parents are expected** to read, sign and discuss the Code to Promote Positive Behaviour as an important part of the Admissions Policy. Together we will support your child and have a happy, safe hub of learning in school.

* to encourage your child to have a sense of respect for themselves, for teachers, school personnel and other children
* to encourage your child to follow hand and cough hygiene at all times
* to help your child understand the importance of only having his/her own property particularly during Covid-19 protocols.
* to nurture in your child a positive attitude towards school by being interested in, support and encourage your child’s school work;
* to communicate with staff and all school personnel through the office, or any platform the school supplies during Covid-19, with courtesy and respect which teaches your child good communication skills
* to ensure your child attends school clean and with a good level of hygiene (hair needs to be checked regularly);
* to ensure regular and punctual school attendance in full clean school uniform and with a healthy lunch in line with the school policy on “healthy eating”
* to send a written note explaining your child's absence from school for each day missed until Aladdin Connect is available this app will supersede the note
* to understand the staff car park is a dangerous place and prohibited to parents or pupils;
* to send a letter to the teacher should your child need to be excused from the school stating the date, reason for the request and signature of the parent/guardian;
* to ensure your child has the correct books and only brings to school the appropriate materials
* to ensure that the school is informed in advance by letter of any change of personnel collecting their child at time of dismissal.

**Communication links between home and school are highly valued and promoted**:

* text messaging (please ensure your mobile phone and email details are up to date) If you get a new phone please let your first message be to the school including your child’s name and classroom.
* formal parent/ teacher meeting usually take place in the first term
* an appointment to meet Teacher or Principal can be made through Reception and email facilities will become the norm during Covid-19
* a newsletter is circulated from time to time
* the homework copy will contain messages from teacher as the need arises and also a learning platform may be utilised
* a report will be sent out at the end of the school year
* a letter will be sent should your child have an attendance problem with regular text messaging
* a note or email may be sent should your child have a pattern of behaviour difficulty
* the school website is a source of information

**Rewards**

The following strategies will be used by teachers and Principal

* Encouragement may be given in a variety of ways / A thumbs up or quiet word to show approval
* A reward system –student/star of the week, golden time and various awards as appropriate
* A visit to the Principal or other member of staff for commendation
* A comment in the child’s copy
* A mention to parents either written or verbal
* A sticker acknowledgement of effort
* Assembly
* Intercom messages



**Sanctions**

The purpose of sanction is to promote positive behaviour. Sanctions will be applied according to the gravity or persistence of the behaviour issue with due regard to age and emotional development. Each case will be looked at individually and a record kept of misbehaviour. In this way, a rigid system of sanction will be avoided and a greater degree of fairness will result. The following strategies may be used to show disapproval of unacceptable behaviour:

* Reasoning with the pupil
* Reprimand (including advice on how to improve)
* Withdrawal of privileges
* An ongoing behaviour chart may be required to get a clear record of behaviour issue
* Temporary separation from peers, friends or others for thinking time
* In extreme cases suspension may be required. Occasionally, other prudent, unlisted steps may be taken.

*A code of behaviour shall specify-*

* *(a) standards of behaviour that shall be observed by each student attending the school;*
* *(b) measures that may be taken when a student fails or refuses to observe those standards;*
* *(c ) procedures to be followed before a student may be suspended or expelled from the (d) grounds for removing a suspension imposed in relation to a student ;*

Misbehaviour in class is an issue for the class teacher. The teacher will use the SPHE programme to nurture positive behaviour. Excessive misbehaviour may require other strategies which may be more productive. Issues arising on the playground may impact on the wider school population and may require intervention from the Principal and Positive Behaviour Care Team at an early stage.

Challenging Behaviour: We may reassure the child that the issue is with the specific behaviour.

|  |  |  |
| --- | --- | --- |
| Level of Behaviour | Possible Strategies | Possible Action to be taken |
| Level 1 behaviour: positive behaviour /being responsible: focused, listening and positive | All is well  | Show appreciation for the work going on in the classroom |
| Level 2 behaviour: Minor behaviour issues which may include: not concentrating but not disturbing anyone else, running in school, littering, incomplete homework, leaving seat without permission | Redirection may be requiredEye-contact/move closer to child commenting on attentive behaviour of those in vicinity | Warning/ in class sanctions/Brief quiet question to remind the child to concentrate/Acknowledge any successful redirection May have a Behaviour Plan Strategy as recommended by NEPS in the Continuum of Support to attempt to remedy this minor situation |
| Level 3 behaviour: Serious behaviour issues: Preventing others from learning Teacher decides the intervention that is required.Serious behaviour issues :e.g. Bad language, constant disruption, leaving the classroom without permission , back answering a teacher or member of staff, bullying behaviours, aggressive behaviours | Private redirection/”Do your work quietly....” give wait time.Rule reminder if no responseConsequences delivered in a calm, clear and logical mannerTime-out (cool off) May be movement or activity break Exiting to agreed room with reassurance that they will return when ready to work if child will not complete task | Warning/ Individual behaviour log/contact parents(phone)/behaviour plan set up/ Persistent offender referred to Senior Management/ Meeting of parent, principal, teacher and child in the office if no improvement shownReduced day may be warranted |
| Level 4 behaviour: Gross behaviour issues: Aggressive, threatening or violent behaviour towards a teacher, member of staff or pupil. Physical aggression, leaving school grounds without permission, back answering a teacher or member of staff, bullying behaviours, aggressive behavioursCreating an unsafe environment for self and others. | Safety of pupils, teacher and SNA is vital at this time.Immediate call to Principal, secretary or senior staff to alert them to the situation.  | Middle Management, Senior Management and Principal involved. Chairperson/Principal to sanction immediate suspension pending discussion with parents. Parents to be made aware of their right to appeal the suspension. Suspension of up to three day period to follow. Suspension periods 3 days, 5 days BOM up to a maximum of 10 days. Repeated suspension will occur in certain circumstances to a maximum of 20 days. The EWO must be informed of any move to expel a pupil.An acknowledgement of any notice sent to EWO must be received and filed. Expulsion will be considered in an extreme case in accordance with Rule 130(6) |

This is a menu of some behaviour issues. However all behaviour has the potential to be serious depending on the situation in which it evolves. This table is by no means exhaustive and is merely a guide to actions to be taken in certain circumstances.

**Policies and procedures for suspension**

* The decision to suspend a pupil will only be considered when the following interventions have been tried and haven’t been successful.
* Teacher discusses unacceptable behaviour with pupil and the consequences if the behaviour continues. Class sanctions are applied. If behaviour persists
* Pupil is sent to Principal and parents are again informed. Pupil given a behaviour log. If this occurs three times the pupil moves to
* Meeting with parents. Pupil put on warning for a week. At the end of the week, behaviour is reviewed. A pupil will only be put on a warning three times in a school year. If this intervention is unproductive the process moves to the next stage
* Suspension is considered. The decision is based on:
* The nature and seriousness of the behaviour
* The context of the behaviour
* The impact of the behaviour
* The interventions tried
* Whether suspension is the appropriate response
* The possible impact of the suspension. What do we want to achieve by doing this?

The decision to suspend requires serious grounds such as: The pupil’s behaviour has had a seriously detrimental effect on the education of other pupils e.g. shouting at teacher, being disruptive, refusing to work, not allowing others to work, taking up teacher’s teaching time due to inappropriate behaviour. The pupil’s continued presence in the school at the time constitutes a threat to the safety of pupils/teachers/school staff e.g. physical fights in playground, throwing furniture in class, leaving school premises without permission, serious consistent incidences of bullying or racism, use of bad language to a member of the school community. The pupil is responsible for serious damage to property. A single incident of serious misbehaviour may be grounds for suspension as the Board has a statutory obligation to provide a safe place of work.**Procedures to be followed in respect of suspension**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Positive Behaviour Care Team will convene a meeting. The Team is the Principal, Deputy Principal and teacher | The alleged behaviour is investigated | Decision making as to whether the student did engage in the negative behaviour and what sanctions to impose. | Once the preliminary investigation confirms that the behaviour warrants suspension. They will be given an opportunity to respond. A meeting will be held. Parents will be contacted to collect their child | All suspensions can be appealedThe Principal prepares a report for the Board. |

**Period of Suspension:** Parents can appeal both the Principal’s and The Board of Management’s decision to suspend a pupil. Should the pupil be suspended for a total of 20 days in the year, parents may appeal the decision under Section 29 of the Education Act.

**Implementing the Suspension:** The Principal will notify the parents and the pupil in writing of the decision to suspend. The letter will confirm: the length of the suspension/ the reasons/ the study programme to be followed/ the arrangements for returning to school pupil report card for a week /an agreement to follow the code of behaviour /provision for appeal

**Reintegrating the Student:** The school will make every effort to help the student catch up with class work. An opportunity to discuss feelings will take place. A fresh start can begin.

**Records and Reports.**

Formal written reports are kept by the Positive Behaviour Care Team. These include the investigation/the decision and rationale for this/ duration and any conditions attached to suspension/ all suspensions are reported to the Board of Management and to EWO.

**Reviewed and ratified by the Board of Management on 8th July 2020.**