

<p style="text-align: center;"><b>Code of Behaviour – Discipline for Learning &amp; Anti-Bullying Charter</b> <b>St. Joseph’s BNS, Kilcock</b></p>
--

## **Introduction**

Our school motto states: *‘Success for all, a happy school; learning and growing together.’*

Our School Behaviour Policy has been developed in the context of a supportive and caring environment in which we endeavour to teach our children to take responsibility for their actions. We also take every opportunity to recognise the positive qualities in every child and to celebrate improvement and achievement. In St. Joseph’s B.N.S. a high standard of behaviour is expected at all times. Together we create a happy environment where the children will learn to respect themselves, other and their environment. These are the cornerstones of the Pupil Behaviour Policy and inform all aspects of the way the Policy is implemented in our school. Our Code focuses on and affirms good behaviour. It rewards the huge majority of pupils who display positive standards of behaviour at all times.

Our Code of Behaviour is called ***Discipline for Learning*** and has been reviewed in line with the N.E.W.B. Guidelines ‘Developing a Code of Behaviour – Guidelines for Schools’ (2008). The following legislation is relevant to the creation of our Pupil Behaviour Policy

Article 42 of the Irish Constitution  
United Nations Convention on the Rights of the Child  
Education Act 1988 - Sections 28 & 29  
Education (Welfare) Act 2000 - Section 23  
Equal Status Act 2000  
Ombudsman for Children Act 2002  
Non-Fatal Offences against the Person Act, 1997  
Disability Act  
Health and Safety Legislation  
Data Protection Act 1988  
Data Protection Amendment Act 2003

## **Aims:**

This policy aims to:

- Create a climate that encourages and reinforces good behaviour
- Create a positive and safe environment for teaching and learning
- Encourage pupils to take personal responsibility for their learning and their behaviour
- Help our pupils to mature into responsible participating citizens
- Recognise the integral role of building self-esteem in pupils

- Build positive relationships of mutual respect and mutual support among students, staff and parents, promoting values of Respect, Courtesy and Responsibility appropriate to the age level of the children.
- Ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- Take account of the needs of the teachers, children, parents and wider community.

### **Guiding Principles:**

- Courtesy, respect & responsibility are qualities which underline all interactions between staff, parents, pupils and visitors.
- Clarity: The Code of Behaviour describes the school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning.
- Everyone's behaviour matters: We recognise that the behavior of adults has a significant influence on how children behave
- High expectations are encouraged and good behaviour is promoted.
- We seek to balance the educational needs of individual pupils with the educational needs of other pupils.
- Relationships: We understand that positive relationships are crucial to positive discipline
- Equity and Fairness
- Equality
- Recognising educational vulnerability: providing positive support, including active teaching of relevant skills, for those pupils who are more vulnerable to behaviour problems
- The Welfare of Pupils and Staff
- Promoting safety and freedom from threat.

### **Overview of our Code of Behaviour (Discipline For Learning)**

Each boy has a '**Stamp Book**' from Senior Infants upwards and they are eligible to receive an *average of 3 stamps per day*. This means that each child is afforded at least three opportunities to receive a stamp daily. In turn they make the decision whether to behave appropriately or inappropriately. We put the ownership of the behaviour firmly where it belongs - which is with the child. We encourage them to take ownership of their behaviour rather than blaming others for their action. At the end of each page of their Stamp Book they receive awards from the Principal each Friday, such as Homework Passes, Uniform Passes, Special Item Passes, Lucky dip, etc.

We particularly celebrate and treasure boys who continuously behave and rarely, if ever, break the School Rules. We award special prizes for them. Pupils who do not pass Step 1 for four consecutive weeks get additional prizes called '**Four-in-a-Row**' and receive Master Passes which in turn can be traded as any pass of their choice

The School rules will be formally taught to the boys in September of each year by their class teachers. Details of our rules and sanctions are printed within the pupils individual Stamp Books/School Journals. Sanctions are awarded to boys who deliberately chose to misbehave and break the school rules. Each child gets **12 chances each week** before being suspended by the Board of Management. However, as we are concerned with modifying behaviour and encouraging good behaviour/choices, they start fresh each Friday. Check your son's Journal to ascertain what 'stage' he is on but only Step 4 or more is communicated to the home to avoid unnecessary additional work for teachers.

**The standards of behaviour that shall be observed by each pupil attending the school.**

*Our Golden Rules cover all situations within our school including classroom and Playground areas. Individual Classes may run an individual system that complements the School Code of Behaviour. The rules refer to the following specific areas: Talking, Movement, Time, Pupil-adult relationships, pupil-pupil relationships and the environment.*

- 1. Be silent when asked, Whisper at a task. Talk when allowed but never out loud.**
- 2. Be where you should, Move as you should.**
- 3. Time - Use it, Don't lose it!**
- 4. In all you say and in all you do treat others as you ought to do.**
- 5. Bully not, share a lot. Give back what you got.**
- 6. A litter free school is so cool, Wear what's allowed; Make St. Joseph's proud.**

However, when a pupil chooses to break the rules the following sanctions will be imposed:

**School Sanctions** (*children start fresh every Friday morning with zero Steps*)

- 1. Verbal warning**
- 2. Move to 'Time Out' table for the rest of lesson**
- 3. Move classroom for maximum of 30 minutes**
- 4. Remain indoors for 15 minutes of Golden Time (*record in Journal*)**
- 5. Extra Homework Sheet. Phone call home**
- 6. Detention during school during Golden Time (*30 minutes*)**
- 7. Loss of Pass**
- 8. Report to Principal and start on Stage 3 following week**

## 9. Letter home

## 10. Loss of privilege/trip/tour

## 11. Case conference with pupil, class teacher, principal and parents/guardians

## 12. Recommendation to BOM for suspension

\*\*\*\* Parents are requested to check Journals daily as they are our primary means of communicating with the home and also to see what 'Step' their son is 'on' each day. It is very unusual for a child to pass Step 4.

### Notes:

- Sanctions should be appropriate to, and related to the behaviour, if possible.
- Sanctions should be applied in accordance with the code, be fair and consistent.
- They should be appropriate to the age and development of the child.
- The purpose is to educate not to punish. (We want your child to choose to behave properly.)
- Always explain to a child why a sanction is being imposed.
- Time out in the playground should last for around 5 minutes.
- Time out in the playground relates to behaviours which occur in the playground only.

The BOM reserve the right to suspend any boy on reaching Stage 12 for up to 3 days in any one period but extending to 5 days in any one period, if deemed appropriate. Also, please note **that pupils will be suspended by the BOM for a single instance of serious misbehaviour such as threatening violence or violent actions towards other pupils or staff.** (See attached **Appendix 2** in Main Document in School Office). Occasionally, the BOM may deem it necessary to **expel a pupil** and the NEWB Guidelines 2008 will be followed in detail should that situation arise (see **Appendix 3** in Main Document in School Office).

### Plan for implementing behaviour policy:

- The rules are taught to, and discussed with the children in each class. Each classroom has a Class copy of the Rules and they are also printed in pupil Journals.
- These rules, and consequences, will be discussed repeatedly with the children. Children who follow the rules will be rewarded informally and formally.
- These rewards will include teacher remarks, praise from others, notes home etc.
- The formal reward system consists of giving stamps to those children who follow the rules. As the children acquire stamps they will be entitled to get notes home, lucky dips, a night off homework and Certificates.
- Our Code of Behaviour is included in the School Prospectus which each parent receives on enrolling their child in St. Joseph's BNS. They will also be available on our school website.

### Promoting Positive Behaviour

### ***In the Classroom:***

- Our Anti-Bullying Charter (Appendix 1) is taught and displayed inside the front door of the school.
- Children should be fully aware of what behaviour is expected of them. The Class Rules should be taught to the children and referred to on an ongoing basis (outcomes must be clearly understood:- both rewards and sanctions). Teachers should apply these rewards and sanctions in a fair and consistent way.
- Good preparation – Teachers have the necessary materials or equipment for class e.g P.E. activities, Art, Music, photocopying, etc.
- Establish clear procedures e.g. for lining up, moving through the school, lunches, toilets, messages etc.
- Differentiate – take account of different learning styles, ability levels and Special Education Needs.
- Have work available for children who are finished, activities or work for wet days, and work in case you are absent for any reason.

### ***In the Playground:***

- Regularly remind children what behaviour is expected of them. The Rules for the Playground should be taught to the children and referred to on an ongoing basis (outcomes must be clearly understood - both rewards and sanctions). Teachers should apply these rewards and sanctions in a fair and consistent way.
- Each teacher should make sure that all the children leave the class and walk to the playground in a quiet orderly fashion. Children should be organised to hold the doors open, turn off lights and close any unclosed doors as they pass.
- Teachers on duty should make sure that their class go out to the playground first, to ensure that the playground is supervised at all times.
- In the Top Playground(old carpark) the teacher should ensure that the gates are closed.
- Teachers should instruct children on how to line up properly e.g. a leader may be appointed from each class to stand first in line on the playground when the classes are lining up.
- Teachers on duty returns to their own pupils when second bell rings.
- Classes should be collected from the playground promptly by their teacher, to avoid the children becoming bored and restless.
- Games have been painted on the playground. Games should be taught to the children as part of the P.E. program. (Jenny Mosley Booklet distributed to each teacher in Feb 2012).
- Infringements in the Playground are usually dealt with by the teacher on Duty and immediate sanction imposed by issuing a 'Time Out' for the particular pupil for a few minutes, depending on the severity of the infringement.

### ***Throughout the school:***

- All staff, children, parents and visitors are expected to model respect, courtesy and responsibility.
- All staff, children, parents and visitors are expected to follow school procedures and act in accordance with the rules of the school.

- Responsible children should be sent on messages in pairs. The children should be taught how to 'do' a message.
  - Have their teacher's permission.
  - Hold doors for adults and use suitable greetings.
  - When going into a classroom knock and enter.
  - Do as they are told by all staff, including teachers, caretaker, SNA, secretary etc.
  - If the adult is not there to give them the message, return to class.
- All adults in the school should be aware of the expected behaviour and monitor it.
- Children should never be out of their classroom without their teacher's permission.
- Tasks, which are assigned to children, should be suitable for their age and capability. They should never be asked to carry hot liquids, heavy or dangerous objects etc. Children should return directly to their class if they are unable to complete their task.
- A teacher should always lead a class when the class is moving around the school.
- Children should be quiet and mannerly at all times in the corridors.
- Notices will be placed around the school to remind the children of these rules.
- When a teacher is absent from their class during 'indoor' break-times, the children should be left with suitable activities and games.
- In the event of a teacher's absence they should inform their 'buddy' to cover their Duty. The 'Buddy System' should not exceed more than 2 weeks. After that time, an emergency Rota will be established to include all teachers.
- Differentiate for children with Special Education Needs when explaining rules.

### **Informal Rewards:**

#### **These are at the discretion of the class teacher and include:**

- Praise – (a positive comment from a significant adult can have a tremendous effect on a pupil)
- Sending the child on messages or giving him/her responsibilities in the class etc.
- Write a good comment in the Homework Journal.
- Give positive feedback for effort.
- Send the child to Principal for a word of praise.

### **Formal Rewards:**

- A stamp system is used from last term in Senior Infants and children receive 'Passes' as rewards such as Homework, Uniform, Lunch, Board Game, Computer, Art, Library etc.
- The class teacher manages a child's behaviour through appropriate classroom management strategies.
- Concerns are articulated and recorded and discussed with parents. Steps include drawing up class support checklists and class support plans – the child then falls under the continuum of support model i.e. in-class support, school support or school support plus (i.e. referral to outside agencies)

This review of our Code of Behaviour will be reviewed at Senior Management level and ratified by the Board of Management. This amended copy will subsequently be

disseminated throughout the school to staff and parents via email, Prospectus, Newsletter and our website.

<b>Review Procedure</b>
-------------------------

This policy may be reviewed as part of ongoing review procedures or when deemed necessary. Sections dealing with Suspension and Expulsion are contained in a complete copy of this entire Policy is in the School Office. Please feel free to view it whenever you require.

**This Policy was reviewed on 6 February, 2012 and ratified by the BOM.**

**Signed:** \_\_\_\_\_

\_\_\_\_\_  
**Chairperson BOM**

**Date**

## **Anti-Bullying Charter**

### **The school adopts a zero tolerance to bullying.**

Sadly, bullying is a factor of school life throughout Ireland and the world and we would be foolhardy and naïve to think we don't have bullies in our school. The culture and ethos of St. Joseph's is such that we are a 'Telling School.' It is safe for children and their parents/guardians to tell about problems/difficulties. Often it only requires a minor intervention to solve a problem but if parents don't inform us we can't act. It is not only your right but your duty to protect your son. We treat any information you share with us with the utmost confidentiality and will endeavour to do our utmost to protect the children in our care.

**It is the right of every individual in St. Joseph's B.N.S. to:**

**Be treated with respect.**

**Feel safe in school.**

**Feel safe coming to and going from school.**

**What is Bullying? *Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against another.***

Unkind actions, comments or remarks, even if they were not meant to hurt will not be tolerated. A policy of "*Don't hurt me or my feelings*" prevails throughout the school. Bullies are wrong, unwelcome and unpopular. Bullying must be reported and will be dealt with seriously. We ask pupils to "*Say no, get away and tell an adult*'

Please encourage your children to tell and not to retaliate. Any incident of bullying must be taken seriously. Concerns should be discussed with the Class teacher initially and subsequently with the Principal. If anyone in St. Joseph's BNS chooses to bully another they know there will be serious consequences and strict sanctions will be imposed.

**Please help us to keep St. Joseph's a safe place for all. Ensure you communicate**

**with your son, your son's teacher and the Principal on a regular basis**

