

Castleknock Educate Together National School

Positive Behaviour Policy

Introduction

This policy was reviewed by a working group from the teaching staff, beginning with initial work in 2009. It was then distributed to staff members who offered comments, suggestions and improvements. After further consultation with the NEWB, SNAs, parent groups and the Student Council the document was altered accordingly and sent to the BOM for consideration and ratification.

Our Vision

We strive in co-operation with parents to provide a holistic education in a caring and secure environment where each child is encouraged to achieve to the best of his/her ability.

When the Positive behaviour Policy applies

The school's Positive Behaviour Policy applies during school hours, at all extra-curricular classes, at swimming classes, at all fund-raising and social events organized by the school or by the Parents' Association, and at school events held in the evening. It also applies on school tours and at all events organised by, on behalf of, or in the name of C.E.T.N.S. Outside of school hours, if parents are present at any of these events, they are ultimately responsible for their own children's behaviour.

The Aims of the Positive Behaviour Policy

- To provide guidance for pupils, teachers and parents of behavioural expectations.
- To develop pupils self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance 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 provide for the effective and safe operation of the school.

The concept of promoting positive behaviour is based upon an empowering approach, which nurtures a culture of self-discipline among children, rather than behaviour which is tailored to please adults. An atmosphere of co-operation and mutual respect will be created as part of the philosophy of the school. The overall responsibility for discipline within the school rests with the principal. However, responsibility for the implementation of this policy rests, in varying ways as outlined below, with all the partners in our school's education task. i.e. the Board of Management, Principal and Teaching Staff, Pupils and their Parents or Guardians. Assemblies are held on a regular basis offering children, staff and parents opportunities to reflect and focus on particular issues.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the policy.
- Ratify the policy.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Positive Behaviour Policy is implemented in a fair and consistent manner.
- Support teachers in the implementing of the policy
- Arrange for review of the Policy, as required.

Teachers' Responsibilities

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Develop classroom rules with the children at the beginning of each year.
- Recognise and affirm good work.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Ensure that there is a high level of supervision at all times
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Liaise with external personnel and /or agencies when deemed necessary.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Non-teaching Staff's Responsibilities

- Be courteous, consistent and fair.
- Ensure that there is a high level of supervision at all times
- Recognise and affirm good work.
- Report any incidences of inappropriate behaviour witnessed by them, or mentioned to them, to the relevant class teacher.
- Act as a prudent adult would act on observing misbehaviour and intervene appropriately. All incidences should be reported to the teacher on duty/class teacher as soon as possible. Sanctions should be imposed by the teacher on duty/class teacher, in line with the positive behaviour policy.

Pupil's Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all offensive remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books/completed homework to school (unless an explanatory note is provided).
- Follow school and class rules.

Parents/Guardians Responsibilities

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Support children with their homework and ensure that it is completed (unless an explanatory note is provided).
- Be familiar with the code of behaviour and support its implementation.
- Attend meetings at the school if requested by the principal or class/support teacher.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.

- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Encouraging Good Behaviour

Strategies used will be appropriate to the age and emotional level of the child. Strategies may include:

- A quiet word or gesture to show approval of a specific behaviour (e.g. "You've been sitting very nicely" rather than a more general "Good boy/girl")
- A comment on a child's exercise book/ journal/ reading record.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps e.g. star charts
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- Recognition at assembly.
- Golden Time/ Class treat e.g. extra sport/drama/art/buddy time.

This list is not, and cannot be, exhaustive.

School Rules

These are the CETNS school rules which are displayed in all classrooms and in the school.

Juniors

Do your best.
Be fair.
Be safe.
Look after people in school.
Look after things in school.

Seniors

Put your best effort into your work.
Be fair and honest with classmates and teachers.
Play and work safely.
Respect people in our school community.
Respect property in our school community.

Classroom

Classroom Rules have been drawn up with each class. The aim is to decide on a code which enables all to learn well and get on well together. These rules will also be displayed in each classroom. Classroom rules will encourage politeness, kindness, honesty, gentleness, sharing, listening, etc.

Playground/ Field

The rules incorporating the principles of respect for others, sharing and caring also apply to yard/field rules. Withdrawal under supervision or time out will apply to any violations. Children will be encouraged to play and to ensure that no child is excluded. Children are encouraged to remember the rules at line up time on re-entering the yard. Jostling and overtaking is not acceptable.

Playground rules

We always play safely - no rough play.
We use equipment safely e.g. skipping ropes, balls etc.
We keep on the tarmac.
Always ask permission to leave the yard from the person with the bag/
high visibility jacket.

Field rules

The 'three bells rule' applies in the field.
We use equipment safely e.g. skipping ropes, balls, etc.
The hilly area and bushes in the field are out of bounds.
Only rostered matches can be played each day, please check the timetable.
Children are not permitted to play in the sandpit.

We obey the 3 bells i.e. freeze; walk to the line; stand quietly in line.

General Safety Rules

Wet Days

On wet days children remain in their classrooms. Children will choose an activity with which they can play quietly or they will follow an activity prescribed by the teacher.

Stairs & Corridors

To ensure the safety of all, children will be supervised at all times as they enter and leave the building. They will walk at all times within the school building. Children are expected to transition throughout the school silently, walking on the right at all times.

Categories of Misbehaviour:

Three levels of misbehaviour are recognized: Minor, Serious and Gross.

Examples of minor misbehaviours may include (this list is not exhaustive):

- Talking out of turn
- Inappropriate comments
- Lack of attention in class or yard
- Distracting others in class or yard
- Interfering in others games in yard
- Leaving seat without permission
- Homework not done or incomplete (unless an explanatory note is provided).
- Mobile phones out/switched on eating during lessons
- Chewing gum
- Mock fighting
- Jostling and pushing
- Shouting and loudness in class or within the school building
- Spitting on the ground throwing things (other than at people)
- Unsupervised climbing / running in the school building
- Bad or derogatory language
- Not following instructions.

Examples of serious misbehaviour (this list is not exhaustive):

- Bullying (including cyber bullying as well as any form of alienation and/or intimidation)
- Racism
- Verbal /physical abuse of adults and children
- Theft
- Damage to property
- Use of explicit sexual language
- Any behaviour which poses harm to themselves or others
- Continuous and on-going minor misbehaviour may be treated as serious misbehaviour.

Examples of gross misbehaviour (this list is not exhaustive):

- Assault on a teacher or pupil
- Serious theft

- Serious damage to property
- Continuous and on-going serious misbehaviour may be treated as gross misbehaviour.

Sanctions¹

Step 1	Sanctions may include: Discussion with pupil and agreement on a more appropriate way to act in future Verbal and / or written apology Verbal and / or written undertaking to improve Reasoning with the pupil Verbal warning Name on board Confiscation of item Time out in the classroom Extra work Loss of privileges, for example, not being allowed to do jobs, not being allowed to sit on the school council, etc. Loss of yard time (5 minutes for juniors for either morning or afternoon break/ 5 minutes for seniors at morning break, or 10 minutes for seniors at afternoon break.) Informal word with the principal, who has a quiet word with the child Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion.
Step 2	Child persists with misbehaviour = child is moved to another classroom and parent is informed via a parent/teacher note in the homework journal.
Step 3 ²	Child persists with misbehaviour = Child is given extra homework to be signed upon completion by parent.
Step 4	Child persists with misbehaviour = Parents informed by note in homework journal and are requested to meet with teacher. Child's name is placed in the Principal's Behaviour Record Book.
Step 5	Child persists with misbehaviour = Principal reprimands pupil and parents informed by the class teacher.
Step 6	Child persists with misbehaviour = Principal meets with teachers, parents and pupil.
Step 7	Child persists with misbehaviour = may lead to suspension. BoM is informed. In the case of gross misbehaviour, the Principal may suspend a pupil (immediately if necessary) for up to five days and retrospectively inform the BoM. The health and safety of all is paramount in this decision.
Step 8	If repeated interventions do not result in co-operative behaviour then expulsion may be considered. Procedures for suspension and exclusion are laid out in the NEWB (National Educational Welfare Board) report 2008 and the DES (Department of Education and Science) circular and will be followed by Castleknock Educate Together National School. Parents have the right of appeal.

Note:

It is recognised that for some children serious/gross misbehaviour may be related to a specific diagnosis. Such children will be subject to the steps outlined in this policy

¹ Progression through these steps can be accelerated depending on the level/ frequency of misbehaviour in particular situations.

² As infant classes do not always receive specific homework this step may not apply.

but with equal consideration given to their individual behaviour plan (IBP). The latter forms part of the child's individual education plan (IEP). Where there is no existing diagnosis, but both parents and staff agree that an assessment is required, they can liaise with the school support team to assist with a referral, as outlined in the school's SEN policy.

Methods of Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. 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 should be 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 may be used at all levels within the school:

- Informal parent/teacher meetings
- Formal parent/teacher meetings
- Informal telephone calls
- Through children's homework journal (1st-6th class) / reading record.
- Letters/notes from school to home and from home to school
- School notice board (for general announcements)
- CETNS newsletter
- School website

Parent's right to appeal

Appeal Process:

The grounds on which parent/guardian can appeal a disciplinary decision are:

1. That the school management did not act in accordance with established school policy.
2. That the school did not act in accordance with Department of Education Rules for Primary schools.

As per the NEWB Guidelines (2008)³ where a parent/guardian believes a child has been dealt with unfairly and not in accordance with the rules and procedures outlined in school policies, they may make an appeal in writing to the principal. If unsatisfied with the response of the principal a further appeal may be made in writing to the Board of Management. The decision of the Board of Management is final in relation to disciplinary matters. In the event of the suspension or expulsion of a pupil an appeal may be made if the parent/guardian believes the suspension/expulsion was not in accordance with school policy. Any appeal should be made to the Secretary General of the Department of Education and Science under Section 29 of The Education Act 1998 (Appeals Application Forms available from the Department of Education).

Timeframe

This policy will be reviewed in 2015.

Ratification and Communication

This policy was ratified at Board of Management meeting on 18/04/2012.

Chairperson CETNS Board of Management _____
Sinéad Quirke

³ See www.newb.ie for further details.

Certificate of Co-Operation with the Positive Behaviour Policy

The safety and wellbeing of all children attending our school is of the utmost importance to us. With this in mind, a Positive Behaviour Policy has been put in place and ratified by the Board of Management of CETNS.

We request that parents/guardians read the policy carefully with their child/children and discuss the contents. Please sign the following undertaking and return this form to the school by 1st June 2012.

I confirm that I have read this policy with my child:

Child's name: _____

Child's class teacher: _____

We have discussed the contents together and we agree to uphold this policy during the coming year.

Signed by Parent/Guardian: _____

Name (please print): _____

Signature: _____

Date: _____

Please keep the policy document safely at home for future reference.