



# Ballinteer Educate Together National School

## Positive Behaviour Policy

### Contents

1. Introductory Statement
2. School Philosophy
3. Aims of the Code
4. Standards and Expectations
5. Strategies for Promoting Good Behaviour
6. Responding to Inappropriate Behaviour
7. Bullying
8. Substance Abuse
9. Pupils with Special Needs
10. Physical Intervention
11. Suspension
12. Expulsion
13. The Rights of Pupils, Teachers, Staff and Parents
14. Responsibilities of Pupils, Teachers, Staff and Parents
15. Implementing and Communicating the Code

### Appendix 1

Inappropriate Behaviour Note for Parents

### Appendix 2

Examples of:

- a) Minor misbehaviours
- b) Serious misbehaviours
- c) Extreme misbehaviours

### Appendix 3

School strategies to promote positive behaviour and deal with inappropriate behaviour

## 1. Introductory Statement

Our school is a co-educational, equality-based and multi-denominational school in Ballinteer, Dublin 16. We are a developing school, taking in two additional classes each year until we have all classes from Junior Infants to Sixth. Currently, we have an enrolment of 235 students in Junior and Senior Infants, First, Second and Third classes.

The positive behaviour policy takes account of all current Ballinteer Educate Together policies including Child Protection, Anti-bullying, Communications, Professional Conduct, Special Educational Needs, After-School and Parental Involvement, School Attendance Strategy and Equality. It is the result of ongoing consultation and collaboration between the Principal, parents, pupils and Board of Management of the school, and is underpinned by the document, 'Developing a Code of Behaviour - Guidelines for Schools' (Túsla).

[http://www.tusla.ie/uploads/content/guidelines\\_school\\_codes\\_eng.pdf](http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf)

## 2. School Philosophy

- ✓ Our positive behaviour policy is underpinned by the inclusive ethos of our school and driven by values such as respect, kindness, compassion, tolerance, justice, fairness, understanding, empathy and equality.
- ✓ Hand in hand with our positive behaviour policy is our ethical education programme, Learn Together, which explores morality, justice, different value and belief systems in an atmosphere of critical analysis and mutual respect.
- ✓ Positive behaviour is modelled, taught and expected of the children in an environment which is child-centred, affirming
- ✓ By setting high expectations and affirming concomitant behaviour, the school instils self-confidence, bolsters self-esteem and promotes self-regulation of behaviour while teaching and eliciting resilience, responsibility, accountability, courage, truthfulness and honesty.
- ✓ The language used throughout the school by the entire staff is positive and respectful, and differentiates between the personality of the child and the behaviour.
- ✓ The positive behaviour policy hinges on democratic collaboration between parents, pupils and staff; and it depends for its successful implementation on the professional conduct, empathy, understanding and calm behaviour and responses of the staff at Ballinteer Educate Together.

- ✓ Ballinteer Educate Together aims for our pupils to be motivated and challenged by intrinsic rather than extrinsic rewards; extrinsic sanctions are used only insofar as the steps outlined below in relation to inappropriate and/or gross misbehaviour need to be applied with the consultation, agreement and collaboration of parents, Principal, staff, and if necessary, Board of Management.
- ✓ The school's starting point, for positive behaviour, in the first instance, stems from the expectation that each teacher creates a stimulating, ordered, calm and motivating learning environment in the classroom; and for the staff as a whole to create the same culture and atmosphere throughout the school; the school's Code of Professional Conduct (and that of the Teaching Council) will be taken into consideration in this regard. Strategies are outlined in Appendix I.

### 3. Aims of the Positive Behaviour Policy

- To create an environment where all partners in the school community (pupils, staff and parents) feel safe, respected and valued.
- To promote self-regulated, positive behaviour by affirming that everyone's behaviour matters and by focusing on appropriate behaviour and personal responsibility.
- To prevent and deal with bullying
- To create an environment where all pupils and staff can reach their creative and intellectual potential without disruption.
- To ensure that the school's expectations for the behaviour of all the members of the school community are known and understood.
- To build positive relationships of mutual respect and support among pupils, staff and parents.
- To enable pupils to mature into responsible, active and engaged citizens.
- To help pupils to acquire and develop moral and ethical values, and a respect for the beliefs and values of others.
- To enable pupils to experience the value of being responsible, participating members of the school community.
- To promote equality for all members of the school community, to prevent discrimination and allow for appropriate accommodation of difference.
- To balance the educational and welfare needs of all students with those whose behaviour is unacceptable and/or disruptive.
- To ensure that all members of the staff have a positive and safe working environment, including a positive and safe classroom environment for teachers.
- To promote the conditions for teaching and learning, dignity, and freedom from threat of defamation or violence for both staff and pupils.

### 4. Standards and Expectations

Standards and expectations ('rules') of behaviour in the school will reflect positive values including:

- Respect for self and others
- Appropriate language to resolve conflict
- Readiness to use respectful ways of resolving difficulties and conflict
- Kindness and willingness to help others
- Courtesy and empathy
- Fairness
- Punctuality
- Safe behaviour

## 5. Strategies for promoting positive behaviour *(See also Appendix 2)*

Standards for and expectations of high levels of positive pupil behaviour are established collaboratively with the children. These are discussed so that they are clear and widely understood, and are used consistently throughout the school.

**5.1** The foundation for these standards and expectations are our 'Golden Rules' for the children:

- \* Kind words, kind hands, kind feet
- \* Respect myself and others
- \* Do your best and let others do the same
- \* Be honest, tell the truth
- \* Come to school on time and be prepared
- \* Be fair, be friendly
- \* Make sure your teacher always knows where you are
- \* Look after your school and everything in it
- \* Listen
- \* Be polite and kind to each other, to all staff, parents and visitors to our school
- \* Behave in a safe way

### **5.2.** Class Teachers:

- \* Set up a classroom climate which is supportive of positive behaviour
- \* Establish clear, consistent and equitable school and class routines and boundaries using visual cues/timetables/colour-coded activities and groups etc.
- \* Create a safe and secure environment, physically and emotionally, for the children in the class
- \* Model positive behaviour and language by treating children and adults with respect, and building up a positive relationship with pupils
- \* Explore with pupils their rights and responsibilities
- \* Employ a range of age-appropriate strategies in the classroom that take into account the needs of all pupils in the class (see appendix 2)
- \* Involve pupils in establishing classroom expectations/standards, rules/charter to ensure a safe, conducive and stimulating learning environment for all
- \* Explicitly address issues in relation to positive behaviour, friendship, relationships, conflict resolution, fairness etc. through a variety of subjects including the Learn

Together programme and SPHE, circle time, Friends for Life programme; Stop, Think, Do programme

- \* Explicitly teach and use the language and vocabulary needed by pupils to recognise, articulate and appropriately deal with these issues
- \* Distinguish between the child and the behaviour
- \* Modify approaches to promoting positive behaviour depending on special, individual needs of children
- \* Teach, acknowledge and affirm positive behaviour and responses from the children
- \* Communicate positive achievements to families
- \* Promote positive relationships with members of the wider school community

### 5.3. Staff throughout the School

- \* Consistently reinforce the above strategies especially the Golden Rules throughout the school at all times of the day
- \* Take responsibility for every child in the school not just in their own classroom
- \* Provide support for and back-up in the case(s) of a child displaying challenging behaviour
- \* Be vigilant in regard to the safety of each child in the school
- \* Insist on compliance with high standards of courtesy, respect and behaviour throughout the school.
- \* Whole school assemblies

## 6. Responding to inappropriate behaviour *(See Appendix 1 for examples of minor, serious and extreme misbehaviours)*

### 1. A Ladder of Intervention

Ballinteer Education Together N.S. uses a three-tier ladder of intervention in response to inappropriate behaviour:

- 1) **Minor:** minor misbehaviour is managed routinely and effectively by means of consistent and clear guidelines and expectations in class and throughout the school.
- 2) **Additional support:**
  - \* referral to resource teacher/SNA
  - \* setting targets for behaviour
  - \* monitoring targets supportively
  - \* behaviour 'contracts'
  - \* token boards
- 3) **Specialised support:** for pupils who do not respond to low-level interventions - sustained and systematic collaboration between home and school in relation to agreed targets, consequences and supports, and contact with support services. Referral to the Board of Management.

### 2. Strategies and Sanctions

At Ballinteer Educate Together, we believe that strategies and sanctions to deal with inappropriate behaviour should:

- 1) Aim to stop the inappropriate behaviour
- 2) Help pupils to learn that this behaviour is unacceptable and why this is so
- 3) Help the children to recognise the effect of their actions and behaviour on others
- 4) Provide the opportunity to reflect on their behaviour and its consequences
- 5) Help the children (in age-appropriate ways) to understand that they have choices about their own behaviour and that all decisions and choices have consequences
- 6) Learn about decision-making and conflict-resolution through the Learn Together programme
- 7) Help the children to learn to take responsibility for their behaviour.
- 8) Communicate to the pupils, parents and broader school community that the inappropriate behaviour is unacceptable.
- 9) Be discussed, agreed and reinforced by parents/guardians at home in line with our ethos of democratic involvement of parents/guardians.
- 10) Defuse, not escalate, a situation.
- 11) Be applied in a fair and consistent manner.
- 12) Be timely.
- 13) Be appropriate.
- 14) Be implemented in accordance with our ethos of justice and equality.
- 15) Reinforce the boundaries set out in the code of positive behaviour
- 16) Signal to other pupils and to staff that their well-being is being protected
- 17) Prevent disruption of teaching and learning
- 18) Ensure the safety of other pupils and school staff.

Ballinteer Educate Together staff work on the premise that there is a reason for negative behaviour and that, in most circumstances, once this reason has been identified, measures can be put in place, both in school and at home, to help the pupil stop the negative behaviour by means of a problem-solving, collaborative approach.

### 3. Sanctions: Strategies for dealing with inappropriate behaviour

Problem-solving with the child through analysing antecedent, behaviour and consequence (ABC) to identify the reason for the inappropriate behaviour is the first step in helping a child to take responsibility for his/her decisions and behaviour; also to understand the consequences of their actions, and support them in making more positive choices in the future.

The following is a list of sanctions that are used not necessarily in the order outlined below and at the discretion of the class teacher/Principal and, if necessary, in collaboration with parents. Underpinning school strategies and sanctions for dealing with inappropriate behaviour is the fact that the Board of Management has a duty of care to all of the pupils in the school.

- Redirecting, in a calm way that doesn't detract from the child's reputation, to include reasoning and advising on how to behave appropriately and positively.
- Thinking time apart from the class as a cooling off period: the child may be given class work during this time and/or be encouraged to reflect on their behaviour and how to deal with the situation next time
- Five minutes or so of missing e.g. playtime, golden time, sports etc.
- Inappropriate behaviour in the playground will result in 'time out' for five minutes or so, and a discussion with the supervising member of staff on the behaviour and how to remedy the situation via considered decisions and choices.
- In the case of serious/unsafe incidents, a pupil may be removed from class/playground for a longer period.
- Pupil reflects on inappropriate behaviour and its consequences, and apologises if necessary.
- Parents will be informed, and developing/escalating inappropriate behaviour will be reported and monitored.
- In the case of persistent, inappropriate or disruptive behaviour, the child's parent(s) will be involved in collaborating on, addressing and alleviating the problems, and in agreeing to targets within timelines.
- If inappropriate or disruptive behaviour persists, involve the Principal, DP and resource teacher in drawing up strategies.
- Oppositional behaviour resulting in incomplete class work will result in a child staying in during playtime to comply with curricular requirements.
- In the case of unsafe, persistent, inappropriate behaviour which puts the safety of the child himself/herself or that of others, children or adults, at risk, the child will be removed from the playground to a quiet space to calm down. Parents may be called to meet with the Principal/class teacher and/or to take the child early from school in order to reinforce the need for appropriate behaviour at home.
- The other children may be removed from the classroom if necessary to facilitate containing the situation.
- Referral made by the Principal to the Chairperson of the Board of Management to arrange a meeting between them and the parents.
- Referral to the Board of Management.
- In the event of a serious incident or where a pupil is continuously disruptive, he/she may be suspended by the Principal/Board of Management for a minor fixed period (one to three school days).
- A pupil, in consultation with the Board and parents/guardians, may be put on shorter days which may be extended gradually over a period of time in order to support the pupil in regulating his/her behaviour and in learning to be aware of the safety and educational needs of other children in the school.
- Expulsion (see below).

#### 4. Recording Inappropriate Behaviour

Inappropriate and/or unsafe behaviour and incidents will be recorded on the Aladdin system.

All records of suspension and expulsion will be retained on the school database.

## 7. Bullying

Bullying is prohibited at Ballinteer Educate Together. The school has in place an Anti-Bullying Policy. In the event of an allegation of bullying taking place the procedures outlined in the Anti-Bullying Policy will be adhered to. The sanctions as outlined in this Code of Behaviour may be used in dealing with incidents of bullying. Bullying may be considered as a serious misbehaviour.

## 8. Substance Abuse

The school has in place a Substance Use Policy. In the event of an allegation related to this policy procedures outlined in the policy will be adhered to. The sanctions as outlined in this Code of Behaviour and in the Substance Use Policy may be used in dealing with these types of incidents. These incidents may be considered as a serious or gross misbehaviour.

## 9. Pupils with special needs

In the case of a child with special needs being in breach of the school's positive behaviour policy, the staff will use their professional judgement in relation to the application of the policy. Leniency may be shown to pupils with specific learning/behavioural difficulties on the understanding and with the proviso that an educational/behavioural plan and set of targets is put in place in collaboration with the child's parents/guardians. Parents/guardians of children with special needs will be kept informed of their child's behaviour in general and their response to the individual plans in particular. The devising of strategies in these plans may also involve relevant external agencies such as the HSE, clinical psychologist etc. Leniency is dependent on the safety of the individual child and the other children in the school, as well as on the efficacy of the behaviour plan(s). In the absence of a diagnosis for a specific learning/emotional/behavioural disorder or disability, the school's behaviour policy will be applied in its entirety.

## 10. Physical intervention with pupils

Physical intervention is used only in the following instances:

- Comforting distressed infants
- Safety of a pupil who is a flight risk
- Safety: the need to restrain a pupil who is putting the safety and well-being of other children and/or staff at risk \*
- Care needs: e.g. the need to assist a child to change clothing in the event of an illness or toileting incident/needs.
- Where there is a risk of serious damage to property
- When a pupil's behaviour undermines the calm and structured classes being followed by the class with the result that other pupils' educational well-being is compromised
- When a pupil is committing a criminal offence
- In the event of an older pupil causing damage to property, and where there is a risk to the safety of other children/staff members, it may be necessary to inform the Board of Management and the Garda. Parents will always be contacted.

In all of the above, another adult or adults will be summoned/present, parent(s)/guardian(s) informed and, if necessary, asked to come to the school; written reports will be kept, and the Board of Management will be informed.

\*In the case of a pupil whose behaviour and actions put the safety of children and/or staff at risk, the teacher in the classroom will endeavor to contain the situation, summon another adult but will rarely if ever physically restrain a child himself/herself especially when this might result in harm to the teacher himself/herself. The other children will be removed from the room as soon as possible and the situation contained. Or, with the help of another member of staff or the parent, the child will be removed from the class. Parent(s)/guardian(s) will be called and asked to come to the school. The Board undertakes to organise a basic course in physical handling for the staff and reserves the right and responsibility to use physical restraint in the event of situations as outlined above. See also the school policy on physical intervention with pupils.

## 11. Suspension

11.1 Suspension is defined as 'requiring the pupil to absent himself/herself from the school for a specified, limited period of school days.' During the period of suspension, the pupil retains their place in the school.

11.2 The Board of Management, in consultation with the Principal, has the authority to suspend a pupil.

11.3 The following are grounds for suspension:

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils.
- The pupil's continued presence in the school at this time constitutes a threat to safety of self and/or others.
- The pupil is responsible for damage to property.

A single incident of serious misbehaviour may be grounds for suspension.

11.4 Procedures for Suspension:

- The pupil and his/her parents/guardians will be informed of the behaviour which may result in suspension. Parents/guardians will be informed by phone and/or in writing (email).
- The parents and pupil will be given the opportunity to meet with the Principal to discuss the incident and respond before suspension is imposed.
- If a pupil and/or parents fail to attend a meeting, the Principal will inform them in writing of the seriousness of the matter, the importance of attending a scheduled meeting, and, failing that, the duty and responsibility of the school authorities to respond to inappropriate/unsafe behaviour.
- Any decision to suspend will be relayed in writing to the parents.

11.5 Immediate Suspension

In some circumstances, the Principal may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time represents a threat to the safety of pupils and/or staff, or any other reason. All of the conditions of suspension apply to immediate suspension. Parents are notified and arrangements made with them for their child to be picked up from school. The school will continue to exercise its duty of care to the child; in no circumstances will a pupil be sent home from school without his/her parents.

### 11.6 Appealing a Suspension

The Board of Management has placed a ceiling of three days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998 and parents will be made aware of this appeal process and option.

## 12. Expulsion

12.1 A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

12.2 The authority to expel a student is reserved to the Board of Management.

### 12.3 Grounds for Expulsion

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. A proposal to expel a student requires serious grounds such as

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the Board of Management will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

### 12.4 Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault.
- supplying illegal drugs to other students in the school.
- Sexual assault.

## 12.5 Procedures for Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.
7. Informing of the parents of their right to appeal under Section 29.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing. Steps 1 to 6 as outlined above and detailed in "Developing a Code of Behaviour - Guidelines for Schools", issued by the National Educational Welfare Board (NEWB) Pages 83 - 86 will be followed. In the event of an appeal the appeals process under section 29 of the Education Act 1998 will be followed.

## 12.6 Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

## 13. The Rights of Pupils, Staff and Parents

The school's expected standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community behave in ways that show respect for others and that they have an understanding of their rights and responsibilities in relation to the Code of Behaviour as outlined below.

### 13.1 Pupils' Rights

Pupils have the right:

- To be educated in a safe, happy and secure environment.
- To grow intellectually, emotionally, morally, spiritually and physically with an understanding of special needs and difference.
- To be treated as individuals with due respect and regard for others within the school community.
- To be listened to.
- To express their emotions, doubts and beliefs.
- To be free from all forms of abuse, whether physical, emotional, mental or sexual.
- To receive information about topics and concerns affecting their lives including information

on the Code of Behaviour.

### 13.2 Teachers' Rights

Teachers have the right:

- To educate/work in an environment free from disruption.
- To be respected and held in proper esteem.
- To full and open communication with parents.
- To information on the pupil, their family background and access to parents when necessary.
- To voice concerns about the pupil's safety, behaviour and academic progress.
- To expect backup, support and co-operation from parents and other members of staff for their work.
- To confidentiality.
- To be listened to and to be free from all forms of abuse, whether physical, emotional, mental or sexual.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science, Union.
- To receive adequate facilities and resources appropriate to their teaching duties.

### 13.3 School Staff Rights

School staff have the right:

- To work in an environment free from disruption.
- To be respected and held in proper esteem.
- To voice concerns about the pupil's safety and behaviour.
- To expect backup, support and co-operation from parents and other members of staff for their work.
- To confidentiality.
- To be listened to.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science, Union.
- To receive adequate facilities and resources appropriate to their duties.

### 13.4 Parents' rights

Parents have the right:

- To informative communication with and access to the Teacher/Principal.
- To respect, understanding and confidentiality.
- To updates on the progress of the pupil/pupils.
- To be listened to.
- To be consulted about disciplinary action at an early stage.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science.
- To have access to the Code of Behaviour of the school.

## 14. Responsibilities of Pupils, Staff and Parents/Guardians

### 14.1 Pupils' responsibilities

Pupils are responsible for:

- Their class work and homework.
- Knowing and complying with school and class code of positive behaviour.
- Their behaviour in class and on the school premises.
- Their belongings.
- Their classroom.
- School property.
- Their environment.
- Playing safely.
- Not excluding others from their games.
- Helping and caring for others, in particular the younger pupils in the school.
- Behaving in accordance with the Code of Behaviour at all times including when representing the school and on school outings.

### 14.2 Teachers' responsibilities

Teachers are responsible for:

- The pupils in their care.
- Creating a positive atmosphere/environment for learning.
- Being firm and fair.
- Promoting a culture and practice of equality which values all children equally.
- Being prepared for class work.
- Giving attention to all pupils.
- Communicating with parents on issues concerning their child's learning and behaviour.
- Having positive expectations for pupils.
- Ensuring opportunities for disruption are minimised.
- Assigning, checking and correcting homework in accordance with the Homework Policy.
- Informing pupils what is expected from them in terms of behaviour

Complying with the Teaching Council code of professional conduct.

### 14.3 School Staff Responsibilities

School staff are responsible for

- The pupils in their care.
- Assisting in the creation of a positive atmosphere and environment for learning in line with the school code of positive behaviour.
- Participating in the culture and practice of equality which values all children equally.
- Having positive expectations for pupils.

### 14.4 Parents'/Guardians' responsibilities

Parents are responsible for:

- Providing firm guidance and positive role models to pupils.
- Pupil's behaviour in school.
- Becoming involved in their child's learning.
- Ensuring homework is completed.
- Ensuring pupils come on time to school.
- Explaining absences.

- Sign out children who are leaving early.
- Ensuring pupils come prepared for school with a healthy lunch, pencils, books etc.
- Ensuring pupils have had adequate rest and nourishment.
- Keeping in touch with school about all aspects of pupil's learning, progress and behaviour.
- Communicating to school/teacher any problems which might affect pupil's learning.
- Making an appointment to meet with a teacher/the Principal through the office.
- Being courteous towards pupils and staff, and respecting the professional role of the teachers.
- Respecting school property and encouraging their children to do the same.
- Supervising pre-school children when in the school, and supervising their child/children before school starts in the morning.
- Complying with the school positive behaviour policy as it pertains to the entire school community and ensuring that children comply with all school policies.
- Ensuring the highest standard of adult behaviour and language.
- Upholding the ethos at all times bearing in mind that, as an Educate Together school, we are equality-based, co-educational, child-centered and democratic.

Every member of our school community has the right to maintain the integrity of their good name and reputation, and their right to privacy; every member of the school community therefore has the responsibility to ensure that this right is protected and respected at all times including postings, messages, opinions and communications on social media.

## 15. Implementing and Communicating the Positive Behaviour Policy

The policy will be communicated to the school community in a variety of ways including:

- Through the School Booklet and Information Pack for new parents.
- On the school website.
- At Information Meetings for parents.
- In the School Newsletter.
- At Staff Meetings.

The Code of Positive Behaviour will be communicated to the children by means of:

- Regular reflection, revision and discussion of the Golden Rules and safety standards.
- The school ethos and the Learn Together programme.
- Regular and informal encouragement and reinforcement.
- Formal class lessons as part of SPHE and other subjects
- Standards and expectations of positive behaviour in the playground
- Modelling by the teachers and staff.
- Weekly assembly.

This Code of Behaviour was ratified by the Board of Management of Ballinteer Educate Together NS on \_\_\_\_\_ following all consultations. It will be reviewed again in \_\_\_\_\_.

The Code of Behaviour was submitted to and approved by the Patron in \_\_\_\_\_.

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

Chairperson

Date:

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

Principal

Date:

### Appendix 1

#### BEHAVIOUR NOTE

Date: \_\_\_\_\_

PUPIL'S NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

Dear Parents,

Please remind your child about the importance of:

- |  |   |
|--|---|
| <input type="checkbox"/> Application to work | <input type="checkbox"/> Behaviour in yard                  |
| <input type="checkbox"/> Homework            | <input type="checkbox"/> Respect for staff                  |
| <input type="checkbox"/> Obedience           | <input type="checkbox"/> Respect for other pupils           |
| <input type="checkbox"/> Punctuality         | <input type="checkbox"/> Respect for other pupils' property |
| <input type="checkbox"/> Behaviour in class  | <input type="checkbox"/> Respect for school property        |

Teachers's signature: \_\_\_\_\_

Child's Signature

☐ Child has to write about the incident and how they will try to prevent it recurring again.

I/We acknowledge receipt of this Discipline Note:

\_\_\_\_\_  
Parent's /Guardian's Signature

Date: \_\_\_\_\_

Please return to the class teacher by: \_\_\_\_\_

## Appendix 2

Some examples of minor misbehaviours:

- Non-compliance with teacher's instructions
- Not completing tasks/homework without a legitimate reason
- Disrupting class
- Not staying on task
- Arriving late to school
- Behaving inappropriately in the playground
- Litter
- Unsafe movements inside the school
- Non-compliance with the healthy eating policy
- Returning to the school building during break times/after school without permission

Some examples of serious misbehaviours:

- Name-calling
- Racist/sexist/homophobic behaviour
- Bullying
- Abusive behaviour/language
- Spitting
- Hitting/kicking
- Deliberate defiance/oppositional behaviour
- Leaving place or classroom impulsively/without consulting with teacher
- Disrespectful behaviour
- Stealing
- Telling lies
- Throwing objects (that could cause harm)
- Rough play
- Continuous minor misbehaviour automatically becomes a serious misbehaviour

Some examples of extreme misbehaviours:

- Vandalising school property
- Assaulting a staff member or any member of the school community
- Bringing illegal or harmful substances/weapons to school
- Exiting the classroom or school grounds without permission
- Persistent racist/sexist/homophobic behaviour
- Persistent bullying
- Physical fighting

- Continuous serious misbehaviour becomes an extreme behaviour.

These are not exhaustive lists

### Appendix 3

School strategies to promote positive behaviour and deal with inappropriate behaviour

#### A

#### Consistency Management from Day ONE in each class

Establish structured classroom routines	<ul style="list-style-type: none"> <li>Establish procedures for orderly, calm entry to and exit from the classroom and for subject transitions - e.g. junior songs/rhymes e.g. 'Walking, walking, one, two, three...'; tidy-up song; 'Every time I stand in line' rhyme</li> <li>Clear procedures for collecting books, sharpening pencil etc.</li> </ul>
Language	<ul style="list-style-type: none"> <li>The language used by the staff is clear, courteous, respectful, articulate and direct; e.g. 'please,' 'thank you' and 'excuse me' are used regularly.</li> <li>Value judgements such as 'good,' 'bad,' 'bold' are not used</li> <li>Focus is on behaviour, whether affirming the positive or remediating the negative, and not on the individual child's personality</li> </ul>
Teach listening skills	<p>Call and response "Hands on top....That means stop" etc. Practice listening exercises, e.g. by means of 'Show and Tell,' and P.E. games such as 'Traffic lights.' What does a good listener look like (social stories) How can we show people we are listening?</p>
Clean and orderly classroom environment	<ul style="list-style-type: none"> <li>Neat and organised desks</li> <li>Neat organisation of readers, books, copies etc.</li> <li>Clear, stimulating, regularly-updated wall displays</li> <li>Visual timetable, colour-coded groups and activity rotations, clearly explained and displayed</li> </ul>
Have all material prepared and ready Include differentiated and advanced work	<p>Clarify learning expectations by giving instructions as follows:</p> <ul style="list-style-type: none"> <li>✓ Clear children's tables and seek and gain full attention (Jenny Mosley's hand up without speaking, waiting for calm, focused attention)</li> <li>✓ Short, clear and specific instruction</li> <li>✓ Expressed in positive terms</li> <li>✓ Followed by time for the children to comply</li> <li>✓ Followed by positive reinforcement of children who have unhesitatingly followed the instruction(s)</li> <li>✓ Reinforced by giving further signals to non-compliant children such as standing close, using eye-contact and using their name(s)</li> </ul> <p>Photocopies/ppts etc. ready to go to minimise "dead time"</p>

Clarify high level of self-regulated behaviour expectation	<ul style="list-style-type: none"> <li>• Display and refer to Golden Rules daily</li> <li>• Children are made aware that inappropriate behaviour has clear, consistent consequences</li> <li>• Discuss misbehaviour as it arises using ABC (antecedent, behaviour, consequence leading to discussion of 'what, why, next time...' to create better decision-making and choosing of positive options</li> <li>• Be explicit about expectations</li> <li>• Present choices and options to hold children accountable for choosing behaviour</li> <li>• Consequences/sanctions are consistent, brief, promptly applied, reasonable and proportionate to the behaviour concerned</li> <li>• Intrinsic rather than extrinsic rewards, e.g. extra Golden Time/reading of novel/construction activity/quiet time/movement break (no 'traffic lights' or other extrinsic sanction which can lead to a negative reputation for a child).</li> <li>• Revise colour coded voices (no exceptions to these rules)</li> <li>• Hands up, look and listen to the speaker</li> <li>• Courtesy and civility when addressing each other "Excuse me" etc.</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Chasing is to be "tip" only, no grabbing. Designated equipment may be used during Playworks.</li> <li>• When the teacher on duty raises his/her hand at the end of play time, the children stop and await instruction...which is that:</li> <li>• Children walk to the line when called by the teacher on yard.</li> <li>• Children are not to leave the playground.</li> <li>• Children use a designated toilet only after notifying the supervising member of staff</li> <li>• 'Time out' for unsafe or disrespectful behaviour for a short time followed by clarifying discussion and buy-in from child as to how to behave next time.</li> <li>• "Play-fighting" games are not allowed.</li> <li>• As a co-ed school, boys and girls are encouraged to play together, and no-one is to be excluded.</li> </ul>

## B

### Strategies we use in Ballinteer Educate Together to be used in every class

Explicit teaching and modelling of desired behaviour	<p>"What, Why, Next Time" when dealing with issues as they arise.</p> <p>Social stories e.g. YouTube videos to view and discuss</p>
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'Stop, Think, Do' programme - explicitly taught to promote healthy and choices and develop intrinsic social/behavioural awareness	<p>The language of choice..."if you choose to continue talking, that means X"</p> <p>Or</p> <p>You have a choice: finish your work or X</p> <p>Or</p> <p>First-then: first finish your work then you can read/ colour/sit in quiet corner...</p>
Minimise use of rewards and sanctions insofar as possible so that motivation for positive behaviour is intrinsic and self-regulated	<p>Important application of and distinction between rewards and sanctions:</p> <p>Rewards:</p> <p>Golden Time on Fridays (this is a teacher-organised, station-type set of activities using school equipment/ resources - no toys from home; could be chess/art/ construction activities/games such as scrabble etc.)</p>
<p>Colour coded voices for managing noise levels</p> <p>(red - no voice, orange - whisper, green - group voice, blue - sharing voice)</p>	Quiet Zone/desk in each class (children can choose to work there or be directed to work there)
Token boards for specific behaviours for specific children (designed in conjunction with the child themselves to promote self-regulation)	Explicit (class/group/individual) teaching of emotions (on-going throughout the year via SPHE and other subject areas) and the ability to name an emotion to develop self-regulation

## C

### Behaviour Management strategies

Minor Behaviour	Appropriate Actions
Minor : talking, shouting out, fidgeting, distracting others	<ol style="list-style-type: none"> <li>1. Tactical Ignoring (use common sense)</li> <li>2. Non-verbal cue , proximity, eye contact</li> <li>3. General class reminder, positive comment for good behaviour</li> <li>4. Whisper reminder to child</li> <li>5. Ask for appropriate behaviour (use 'thank you' not 'please' and presume they will do it)</li> <li>6. Offer choice/consequence (moving seat, moving to quiet area)</li> <li>7. If refusal, no choice, demand more firmly.</li> <li>8. If refusal proceed to <b><u>6 step constructive confrontation</u></b></li> </ol>

Escalating Behaviour	Appropriate Actions
<p>Escalating behaviour (confrontation)</p> <p>Preferably in private</p> <p>(Remember that adults can escalate too)</p>	<ol style="list-style-type: none"> <li>1. State the facts....clinical, unemotional....E.g. "XXX you have thrown a pencil"</li> <li>2. State what you feel E.g. "This makes me disappointed because....."</li> <li>3. State why you feel that way</li> <li>4. Ask "What is the problem here, is everything ok?"</li> <li>5. "We have a problem and we need to work on it together...."</li> <li>6. Silence...allow child to process and/or vent etc. (if angry, offer suggestion like scribble on a page, theraputty etc.)</li> <li>7. What plan can WE make to fix this problem? Allow the child suggest (apologise, clean the classroom etc.)</li> <li>8. Respect/Understanding</li> </ol>
Serious/More Challenging Behaviour	Appropriate Actions
<p>Unsafe behaviour such as hurting children, climbing on tables, throwing chairs etc.; oppositional defiance, impulsivity</p>	<ol style="list-style-type: none"> <li>1. Time out</li> <li>2. Safe space</li> <li>3. Cool Off</li> <li>4. Meeting with parents</li> <li>5. Referral to psychological services</li> <li>6. Daily communication notebook/email to and from parents</li> <li>7. Setting targets and set time periods for work and movement breaks with the child</li> <li>8. Sanctions, e.g. withdrawal of golden time, lose play time, shorter school day (with approval of the Board)</li> <li>9. Reflective sheet (after the cool off period and if age appropriate)</li> <li>10. Meeting with Principal</li> </ol>
Extreme Misdemeanour	Appropriate Actions
<p>Violence, threats, weapons, drugs etc.</p>	<ol style="list-style-type: none"> <li>1. Time out</li> <li>2. Safe space</li> <li>3. Cool Off</li> <li>4. Reflective sheet (after the cool off period)</li> <li>5. Meeting with Principal re school policy</li> <li>6. Meeting with parents</li> <li>7. Referral to psychological services</li> <li>8. IEP</li> <li>9. Sanctions, e.g. shorter day at school; shorter playtime as deemed safe by the staff; provision of SNA access and individual resource teaching</li> <li>10. Referral to the Board of Management</li> <li>11. Suspension</li> <li>12. Expulsion</li> </ol>

