



# St. Lorcan's Boys' National School

## Code of Positive Behaviour

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### **1. Introductory Statement**

A decision was made by the staff of St Lorcan's B.N.S that there was a need to revise the school's Code of Behaviour at a policy at a staff meeting in September 2019. This policy will replace the document *Towards Positive Behaviour 2010*. A consultative process engaging senior pupils, teaching staff, the Parents' Association and the Board of Management of the school was engaged in drawing up this policy. This agreed policy document is published on the school's web site, [www.stlorcans.com](http://www.stlorcans.com), and parents are informed of its availability through the school's newsletter.

The school's Catholic ethos of respect for persons underpins the codes. Pupils, staff and parents are expected to show respect for each other at all times. (See Dignity at Work policy.) The Code of Behaviour takes account of all current policies such as the Anti-Bullying Policy, Child Protection Policy, Home School Links Policy, Special Needs Policy, School Attendance and Complaints procedure. All members of the school community have a role in ensuring that the codes are upheld and promoted.

The Codes of Conduct and Discipline apply in school but also on school tours and at any other school events which may take place outside the school.

In order to function efficiently and to serve the needs of its pupils, any school requires rules and regulations, which are clearly stated and enforced consistently and fairly. We

have a positive approach to conduct, which takes account of the variety of differences that exist between children and the need to accommodate these differences in so far as possible. The strong sense of community within the school is generating a high standard of behaviour and relies on continuing co-operation and mutual respect among pupils, staff, parents and others working on behalf of the school. However, sometimes it is necessary to impose sanctions in order to ensure the smooth and safe operation of the school.

## **2. Aims of the Policy:**

### **In our school we aim:**

- To create an environment where all partners in the school community (i.e. pupils, staff and parents) feel safe, respected and valued.
- To promote self-discipline by affirming that everyone's behaviour matters and focusing on good behaviour and personal responsibility.
- To create an environment where all pupils and staff can reach their creative and intellectual potential without disruption.
- To have a framework in place to ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- To build positive relationships of mutual respect and support among pupils, staff and parents.
- To enable pupils to mature into responsible participating citizens.
- To help pupils to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- To promote equality for all members of the school community, to prevent discrimination and allow for appropriate accommodation of difference.

## **3. Rights and Responsibilities**

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. Each child has the right to an education in a relatively disruption free environment but responsibilities come with this right.

The code of "Respect yourself, Respect others and Respect property" underpins all rights and responsibilities.

### **Responsibilities:**

#### **Board of Management Responsibilities**

- Prescribe a Code of Behaviour for the school.
- Ensure the code complies with statutory and regulatory requirements.
- Provide a comfortable, safe environment for the pupils and staff.
- Support the implementation of the code.

- Keep the code under review.

#### **Parental/Guardian Responsibilities**

- Encourage their children to have respect for themselves, for others and for the school.
- To support and encourage their children's schoolwork and their participation in school activities.
- Co-operate with and support the implementation of the school's code of positive behaviour.

#### **Teachers' Responsibilities**

- Create and manage a safe working environment for each pupil.
- Model positive behaviour.
- Affirm good behaviour
- Be consistent and fair in dealing with pupils' misbehaviour.
- Keep a record of behaviour as prescribed by the code.
- Communicate with parents in relation to pupils' behaviour.
- Collaborate with colleagues in the implementation of the code.

#### **Pupils' Responsibilities**

- To have respect for themselves, for others and for the school
- To be prepared for school each school day.
- To apply themselves to their schoolwork
- To participate in school activities
- To set a good example for junior pupils.
- To be responsible for their work and their behaviour.

See also Appendix A.

#### **4. Pupils with special needs**

While all pupils in the school are subject to the school's Code of Behaviour, some pupils come to school with special educational needs. Staff at St Lorcan's have an appreciation and awareness of these complex and individual needs. These needs are taken into account during the implementation of the school's Code of Behaviour. Where a pupil with special needs is in breach of the school's Code of Behaviour the teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other pupils who may have exhibited the same type of misdemeanors, they may also show leniency in relation to pupils with specific learning/behavioural difficulties.

Parents of these pupils will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the pupil to improve his/her behaviour. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies. Annual training from the SESS will be enlisted to provide continual professional development to all staff. In 2015/16 the SESS provided training specific to Autism. The priority for 16/17 is Emotional and Behaviour Difficulties.

## **5. Strategies for promoting positive behaviour**

We believe that promoting good behaviour is the main goal of our Code of Behaviour. As part of this, the school community are committed to actively promoting a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour.

This policy will be discussed with the pupils on a regular basis. Pupils are made aware as part of a class discussion as to why certain actions may be taken.

The day-to-day excellence of classroom teaching and school management will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting and encouraging good behaviour at class and school level.

To date three teachers are fully trained in the Incredible Years and Friends for Life courses.

We have enlisted the services of NEPS to demonstrate and engage in the process of Process Consultation. This model is to be used in all situations where a pupil is presenting with challenging behaviour.

### **5a. Our Positive Behaviour Code:**

Following discussions between Mr. Moore Principal and the pupils from 1<sup>st</sup> to 6<sup>th</sup> classes at school assemblies held in September 2019, the school code for positive behaviour was updated. Following staff input the agreed code is as follows:

1. Treat yourself with respect (or kindness). *The word respect can be used with senior classes and kindness with the junior end of the school.*
2. Treat others with respect (or kindness).
3. Respect your own property, the property of others and that of the school.
4. Follow the "kind hands, kind feet, kind face, kind words" rule
5. Use the magic words 'Excuse me', 'Please' and 'Thank You.'
6. Tell the truth
7. To adopt the motto, "*kind hands, kind feet, kind words*", as the school motto.

During playtime I should always:

- a. Follow the code "kind hands, kind feet, kind words"
- b. Move safely
- c. Ask staff if I need to go inside to use the bathroom or for any other reason.
- d. Remain in the school grounds in my designated yard area

- e. Talk to the supervising staff if I have any problems during playtime

Children should use the bathroom before going to the yard. Children needing minor first aid are treated in the First Aid room by one of the SNA team. Children, who pose a danger to themselves or others, may be removed from the yard.

On wet days, the children remain seated indoors. The class teacher provides suitable safe activities for his/her pupils. The teachers /SNAs who are rostered for yard duty supervise pupils. Children may not leave their places without the permission of one of the supervising staff.

The school code is explained to the pupils from the early days of Junior Infants in the contexts of care and safety. The class teacher, the Principal and other staff members constantly reinforce them. Our S.P.H.E. and “Alive O” / Grow in Love Programmes place great emphasis on respect for self, others and the environment as well as enhancing children’s self- esteem.

Staff are encouraged to regularly discuss with classes what respect / kindness for yourself, others and environment might look like in practice.

**5b Whole school strategies -: See Appendix B**

**5c. Classroom strategies for encouraging good behavior**

The strategies listed in Appendix C are a selection of strategies used by our staff and are at the individual class teacher’s discretion, e.g.

**6. Responding to Inappropriate Behaviour**

When difficulty with displaying acceptable behaviour occurs we will endeavour to focus on the behaviour rather than on the child as a person.

Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal, parents/guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS, NCSE, HSE or other agencies.

These behaviours will be considered in three categories; Minor, Serious and Gross.

| MINOR   | SERIOUS  | GROSS   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Interrupting in class</li> <li>• Annoying others</li> <li>• Messing in toilet</li> <li>• Disobedience</li> <li>• Spitting</li> <li>• Running in the school building</li> </ul> | <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Constantly disruptive in class</li> <li>• Endangering self or pupils on yard</li> <li>• Racism</li> <li>• Telling Lies.</li> <li>• Injuring others.</li> <li>• Minor Theft</li> </ul> | <ul style="list-style-type: none"> <li>• Assault on teacher</li> <li>• Assault on pupil</li> <li>• Major theft</li> <li>• Major Damage</li> <li>• Bringing weapons to school</li> </ul> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Not completing homework without a note.</li> <li>• Not adhering to School Dress Code</li> </ul> | <ul style="list-style-type: none"> <li>• Minor damage</li> <li>• Cheating</li> <li>• Out of Bounds</li> <li>• Repeated defiance</li> </ul> |  |
|--|--|--|

|   |  |   |   |
|---|--|---|---|
| 1 | <b>Written/Visual indication</b>   | <b>Begin here</b>                                 | <ul style="list-style-type: none"> <li>▪ Token placed on desk</li> <li>▪ Initials on whiteboard</li> </ul>                                      |
| 2 | <b>Clear verbal indication</b>   | <b>Go to here next</b>                            | <ul style="list-style-type: none"> <li>▪ Indicate misbehaviour</li> <li>▪ Indicate desired behaviour</li> <li>▪ Indicate consequence</li> </ul> |
| 3 | <b>Timeout in class</b>  | <b>Go to here next</b><br><b>Age plus one min</b> | <ul style="list-style-type: none"> <li>• Continue work. different location</li> <li>• No work. Time out screen</li> </ul>                       |
| 4 | <p><i>Time out in another class. Brought &amp; collected by child's teacher. Class buddies.<br/> (15 minutes for Junior School, digital timer, no work, until next break for others with work).<br/> Misbehaviour recorded in class book. Note sent home. (By hand/in journal)<br/> Signed by parents. Returned to class teacher.<br/> If steps 1-4 occur three times or more, child is put on Daily Report to parents.<br/> Class teacher meets with parents to discuss daily report.</i></p>   |   |   |
| 5 | <p><i>Pupil is brought to principal's office by class teacher.<br/> (Timeout in another class if principal is unavailable) Parents phoned requesting meeting with teacher ASAP and/or principal. If parents cannot be contacted by phone, a letter is sent home requesting meeting.<br/> Principal records the visit and informs pupil of future steps in code.<br/> Pupil remains in timeout in another class for remainder of the day.</i></p>   |   |   |
| 6 | <p><i>Teacher and/or principal meet parents and agree on a behaviour plan and strategy to follow.<br/> Pupil is put on "Daily Report"<br/> Behaviour in school is monitored and recorded 3 times daily for pre-agreed period<br/> Document is signed by parents and teacher daily for the duration<br/> If the pupil continues to present with challenging behaviour, a process consultation will be required. The class teacher can request this support. One of the LS team will lead the consultation along with 3 other staff members, Parental permission must be given for this process.</i></p> |   |   |
| 7 | <p><i>Pupil may be suspended for a period of 1 day by principal.<br/> A single serious incident may reach this stage without going through the previous steps.<br/> Parents bring pupil to school when returning after suspension and agree to follow Code Of Positive Behaviour.</i></p>  |   |   |

|    |  |
|----|--|
|    | <i>Principal reintroduces pupil to class</i>   |
| 8  | <i>Max.3 day suspension may be appropriate following consultation between principal and chairperson.<br/>Parents bring pupil to school when returning after suspension<br/>Principal reintroduces pupil to class</i> |
| 9  | <i>Suspension (Rule 130 (5)) - up to 10 days (Plus further period in exceptional cases)</i>  |
| 10 | <i>Expulsion following legal advice and consultation with patron body.</i>   |

**Points to Note:**

- All “once off” and repeated incidents of a minor nature will be dealt with by the class teachers immediately and using the sanctions listed chronologically in this policy.
- It is not necessary for parents to be informed about all minor incidents but should a teacher consider it useful for the parents to be aware, a brief note could be put in the child’s homework journal.
- **Pupils will not be deprived of engagement in a curricular area, except on the grounds of health and safety.**
- Parents will be made aware and expected to become involved in the process should a behaviour be deemed to be consistent with step 4 to 10.
- Should an incident be deemed “Serious”, the behaviour is dealt with beginning at steps 4, 5 or 6 whichever is deemed to be the most appropriate.

**6a. Yard:**

Incidents in the playground are managed in a manner consistent with the classroom.

1. Visual indication.
2. Verbal indication & explanation of desired behaviour.
3. Time out in “time out area” - “5 -10 minutes.
4. Time out for remainder of playground time & Noted in yard book

**Record Keeping:** Any incident deemed serious is to be recorded in the incident book in the staff room over the cubby holes. A copy is to be given to the Principal and one copy kept by the reporting staff member.

**6b Detention:**

Lunchtime detention is a sanction included in our code of positive behaviour/discipline policy. It does not apply to pupils in Junior or Senior Infants but is open to pupils from First to Sixth class.

**Purpose**

The purpose of lunchtime detention is to give the child time to reflect on on-going minor misbehaviours or serious misbehaviour, while completing assigned schoolwork during yard-time for a period of 10-25 minutes from 12:30-12:55. The class teacher in question assigns the detention work and the time-span. Detention is held weekly during Wednesday lunch in room 5, supervised by a teacher.

**Reasons**

Sending a boy to detention is at the discretion of the class teacher. Possible reasons for sending a boy to detention include

- Serious misbehaviour.
- Not having homework complete on 2 or more occasions in a week without a written explanation from parent.
- Sin Bin 3 times in a week.
- Disrespect toward school staff, refusing to follow staff orders, using bad language.
- Being booked in class or yard book 3 or more times in a month.

### **Record-keeping**

The names of all boys who are sent to detention will be recorded weekly in a detention notebook by Ms McGeever.

Class teacher informs parents that their son was in detention by writing a brief note in the homework journal.

When/if boys are sent to detention for a *third* time Ms McGeever will issue a standard letter to the child's parents informing them and requesting that they speak to their son about his behaviour. This letter will alert parents that should their son be sent to detention on a fourth occasion they will be formally requested to come to the school to meet the class teacher and principal to discuss the matter.

#### **6c. Suspension and Expulsion:**

Before any suspension, a full review of the case will be undertaken by the Principal and teachers who have charge of the pupil.

- In cases of repeated serious misbehaviour and failure to improve following meetings involving teachers, principal, parents and the pupil, temporary suspension will be considered (in accordance with Rule 130 (5) of the Rules for National Schools.
- In the case of gross misbehaviour, the BOM authorises the Chairperson and/or principal to sanction an initial and immediate suspension (max. 3 school days) pending a discussion with the child's parents.
- Should parents either not show for the meeting (without contacting the school) or not give an assurance to work with the school to modify their child's behaviour, then the BOM can authorise a further period of suspension of max.10 days to allow for a consultation process. NEWB and **the patron body** will be consulted at this stage.
- A further period of suspension can be authorised by the BOM in exceptional circumstances.
- For the successful modification of a Gross Misbehaviour, a psychological assessment may assist in identifying reasons for the behaviour and strategies for its modification. The school will support the family in any way possible.
- Expulsion will only be considered in extreme cases, in accordance with the school's published policy, Rule 130(6) and in consultation with our patron body, **Archbishop House** and only when enrolment in a suitable school has been arranged.
- Where a BOM is of the opinion that a pupil should be expelled, the NEWB will be informed in writing giving an outline of the reasons for the expulsion.
- The expulsion will take effect 20 days subsequent to the NEWB receiving the BOM letter.
- Where a pupil has been expelled and all appeal processes have been exhausted, the student's expulsion will be reported on the student absence report Form.



## 7. Implementing and Communicating the Code:

The code has been discussed by all staff members and parental involvement was requested and received from two members of the Parents Association. The code has been discussed with pupils at a September assembly and will be discussed with them by their individual teachers and at the monthly school assemblies. Each staff member, pupil and parent have responsibilities, as described, to ensure the implementation of this policy. Positive class and school strategies as described in this policy are used on a consistent basis and explained to pupils. This policy once ratified will go up on our school website and notice will be given to all parents/guardians that it is available to them via the website or office will go out in a school update and on the website blog.

## Appendix A

### List of behaviours expected from each child in the school.

| Action  | Who is responsible |
|---|--------------------|
| Come to school on time  | Parents            |
| Respect all school property   | Parents and child  |
| Respect all school personnel  | Parents and child  |
| Comply with School's Dress Code and wear safe footwear                  | Parents and child  |
| Bring what you need - copies, books, lunch, coat and hat in winter      | Parents and child  |
| Ask for help if you need it   | Child              |
| Listen to the teacher and follow instructions                           | Child              |
| Listen to other children  | Child              |
| Follow directions   | Child              |
| Wait patiently when teacher is talking to someone else                  | Child              |
| Be kind to others - treat them as you would like to be treated yourself | Child              |
| Do your best  | Child              |
| Say 'please' and 'thank you'  | Child              |
| Keep hands, feet and elbows to yourself                                 | Child              |
| Keep on the paths   | Child              |
| Keep off the grass  | Child              |
| Play safe games   | Child              |
| Share   | Child              |
| Put things away   | Child              |
| Take turns  | Child              |
| Help others   | Child              |
| Eat and drink politely  | Child              |
| Cover your mouth when you sneeze and cough                              | Child              |
| Say sorry if you hurt or injure others                                  | Child              |
| Consider other people's feeling - How would you feel if .....           | Child              |
| Be truthful at all times  | Child              |
| Take ownership of actions   | Child              |
| Always come to school if you are well                                   | Parents and child  |
|   |                    |

## Appendix B

### Whole school strategies -:

- Giving pupils responsibility in daily activities in the school.
- Involving pupils in the preparation of the school rules.
- Using displays throughout the school to visually reinforce good behaviour.
- Monthly awards given at assembly for Student of the Month and Merit Student of the Month. Class of the month awards are given at each assembly. Each day starts with a prayer and positive affirmation.
- Gold, silver and bronze awards are given to pupils in any class who merit them. Once 15 of each are earned a class award is given. Any staff member can give out such an award. The rewards are decided upon by the class teacher.
- Focusing on and promoting specific themes within the curriculum e.g. good manners, friendship, buddy systems, relationships and how pupils treat each other.
- Line of the week awards. The best line of the week in both junior and senior yards win the opportunity to go to the hall during break time.
- Using the curriculum, in particular Friends for Life (being piloted in 2016/17) and SPHE(Social, Personal and Health Education), we enable the pupils to understand why the code is important and their part in making it work. We also enable them to see that the code works in a fair way.
- Teachers actively seek opportunities to “catch” children being good, hence encouraging positive behaviour and reinforcement
- Promoting positive relationships with parents to encourage effective learning and good behaviour.
- Staff modelling the behaviour that is expected from pupils and how to speak to each other with respect.
- Engaging in positive everyday interactions between staff and pupils.
- Maintaining good school and class routines.
- Helping pupils themselves to recognise and affirm good learning behaviour.

## Appendix C

### Classroom strategies for encouraging good behavior

The strategies listed below are a selection of strategies used by our staff and are at the individual class teacher's discretion, e.g.

- Displaying Work,
- Student of the Week,
- Effort Stickers,
- Achievement Charts,
- Homework Passes,
- Participation in Raffles,
- Golden Time,
- Golden rules
- Circle Time
- Pupils are to be involved in setting up class charters based on school rules and understand why these rules need to be enforced
- Creating time to listen and discuss issues with pupils
- Teaching of rules and responsibilities
- Clear class routines
- Praise
- Encouragement
- Best table
- Marble Jar - on a class basis pupils are awarded marbles for good behaviour and get a special treat when the marble jar is full
- Individual Reward systems
- Golden Homework vouchers
- Lucky Dip
- Positive note in Homework Journal
- Good news note / Happygram. Good news phone call from teacher / Principal
- A word of praise in front of a group or class.
- A visit to another teacher or to the principal or deputy principal for commendation
- Stepping Stones System.
- Class Dojo, online rewards system

- Student of the week

This policy was ratified by the Board of Management on 21<sup>st</sup> January 2020.

*Marie Leonard*

Marie Leonard (Chairperson)

*Sinéad Greally*

Sinéad Greally (Acting Principal)

**Date: January 2022**