

St. Kilian's Senior National School

Roll No. 19893A

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Code for the Promotion of Positive Behaviour:

1. Introduction
2. Expectations regarding standards of behaviour
3. Promotion of positive behaviour
4. Responding to conflict and inappropriate behaviour – a restorative approach
5. Record Keeping
6. Reference to other policies

1.Introduction:

The guiding principle of our positive behaviour code is “Mol an Óige” and to “Treat others as you would like to be treated”.

As a restorative practice school we are committed to offering a safe ,positive environment that will prepare pupils for the 21st century ,meeting their unique social, emotional ,intellectual ,physical and spiritual needs. We aim to educate our pupils in a happy and stimulating environment ,to facilitate a sense of mutual respect, self-discipline and socially responsible citizens.

Rationale:

We believe that a well-established, positive code of behaviour will give clear guidance in this area to all children, staff and parents. Restorative Practices help us to build a strong and happy school community by working actively to develop good relationships and to address conflict resolution in a healthy manner.

Aims of Code for the Promotion of Positive Behaviour:

- To create and maintain a positive and safe, learning and teaching environment for all.
- To enhance our pupils' self-esteem and encourage respect and the development of empathy for others.

- To encourage pupils to develop their independence through becoming accountable for their own behaviour and achieving self-control
- To develop interpersonal and problem-solving skills which facilitate co-operation with others.
- Good discipline facilitates teaching and learning to a very high standard and cultivates effective staff-pupil relationships.

2. Expectations regarding standards of Behaviour Our expectations are that our pupils will:

- Treat each other, staff members and other visitors to the school with kindness and respect at all times. Any behaviour that interferes with the rights of others is unacceptable.
- Be truthful and honest in their dealings with others.
- Work to the best of their ability.
- Arrive punctually.
- Wear full, correct school uniform and/or tracksuit each day.
- Walk around the school in a safe and orderly fashion.
- Play fairly and safely in the yard.
- Respect all school property and keep the school and its grounds clean and litter free.
- Remain seated, in the interests of safety

Class Expectations:

At the beginning of each academic year, the class teacher will discuss with the pupils school expectations regarding standards of behaviour. Pupils and parents will be asked to sign the Code for the Promotion of Positive Behaviour included in our school journal.

At class level, teachers may, in consultation with their pupils, draw up a class contract which will reflect our school's Code of Conduct. Each child will sign their own class contract. This contract will reflect and support the school's expectations and will be presented in a child accessible manner.

3. Promotion of Positive Behaviour:

The main focus of this policy is the promotion, reinforcement and reward of good behaviour. We aim to foster policies and practices that help to promote positive behaviour and prevent inappropriate behaviour. High standards and high expectations will be set. We will make them clear, consistent and widely understood.

General strategies that encourage and promote good behaviour may include the following:

- Positive everyday interactions between teachers and students
- Clear school and class routines
- Clear boundaries and rules
- Helping students themselves to recognise and affirm good behaviour
- Recognising and giving positive feedback about behaviour
- Exploring with students how people should treat each other
- Involving students in the preparation of school and classroom rules
- Regular referencing of positive behaviour as part of our delivery of the SPHE curriculum.

A variety of strategies will be used in classrooms to encourage and promote positive behaviour including but not limited to:

- Spoken praise.
- Positive written feedback in copies
- “Golden Time” rewards for individuals, groups or the whole class.
- Homework passes
- Positive notes/phone calls to parents/guardians.

4.Responding to Conflict and Inappropriate Behaviour – A restorative approach

What is Restorative Practice?

Restorative Practice aims to build positive relationships and friendships. It also helps to deal with conflict and arguments, when they occur, in a healthy way that moves us away from blame and attack to connection and healing.

While investigating conflict, teachers may also use our Restorative Questions:

Addressing behaviour:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected and in what way?
- What could you have done differently?
- What needs to happen next? (Intention= connection and solutions)

Supporting those harmed by behaviour:

- What did you think when you realised what had happened?
- What impact has this had on you and others?

- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Responses:

Our responses will be characterised by certain features:

- It will be clear why the response is being applied using a restorative approach
- The response will relate as closely as possible to the behaviour
- It will be made clear what changes in behaviour are required
- Group punishment will be avoided
- There will be a clear distinction between minor and major offences
- The focus will be on the behaviour rather than on the person
- Pupils will not be deprived of engagement in a curricular area, except on the grounds of health and safety

Outside of school: (When accompanied by school staff e.g. school trips and walks)

- The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, going to and from the church, fieldtrips and sports activities in the school grounds.
- Children must cross the road, only at the direction of the teacher/adult/parent who is with them
 - The Health and Safety of all (pupils and staff) ,will always take primacy and be the determining factor when deciding whether it is suitable for a pupil to be brought on off-site school trips.

Understanding Behaviour:

The staff at St.Kilian's Senior School are aware of the factors that affect behaviour. These factors include external and interpersonal factors (such as parent and family patterns and relationships, peer groups/friends and neighbourhood and community factors) and within-person factors (including age and stage of development, personality and temperament, physical and medical characteristics and ability to learn).

The staff also believe that student's behaviour can change and know what they can do to make this more likely. To this end, teachers will implement a programme of intervention for pupils with ongoing difficulty. Such intervention will include routine strategies in the course of the classroom situation and more active intervention for some students to help them manage their behaviour.

For pupils who show particularly challenging behaviour, a sustained and systematic response involving the adults in their lives and other support services will be implemented as appropriate.

Unacceptable Classroom and Yard Behaviour:

In the interest of the children's safety, dignity and basic right to education, the following behaviour is not acceptable:

1. Not raising hand before answering/ shouting out in class
2. Not making an effort to complete assigned activities
3. Bad manners, swearing or bad language
4. Not keeping the classroom or toilets tidy and clean
5. Ignoring staff directions
6. Not keeping hands and feet to themselves
7. Running around
8. Digging of stones or clay
9. Physical and/ or verbal injury to others or inappropriate games like 'wedgies', 'trains' or 'bulldog'
10. Pushing and shoving upon entering and exiting the yard as well as when in the line and lining up.
11. Activities around the metal bars and/or the steps on the yard.
12. Telling lies

Staged Responding Approach:

The approach and sanctions in place respond to the behaviour(s) requiring to be addressed, not the child.

Stage 1:

In-class responses are used to manage minor and/or disruptive behaviours. Such responses can include but are not restricted to:

- Teacher-pupil conferencing
- Circle time
- Verbal agreement
- Written assignment/extra homework
- Reflective "Fix-it" sheet
- Reflective time out within classroom
- Note in journal to parents
- Teacher record of behaviour(s)
- Phone call to parents
- Yard break detention

Stage 2:

When stage 1 responses have been exhausted and misbehaviour/disruptive behaviour continues or for more serious behaviours, the following additional responses may, including out of class sanctions may be used:

- Meeting with parents
- Temporary removal to another classroom
- Behaviour plan implementation

This stage may involve The Senior School Management team.

Stage 3:

Suspension, where deemed appropriate by the Principal, will be in accordance with the rules for National Schools and The Education Welfare Act 2000.

The Board of Management has authorised the Chairperson or the Principal to sanction an immediate suspension for a period of three days.

In exceptional circumstances where a suspension may be up to 5 days the matter will be referred to the Board of Management for a meeting. Where a meeting cannot be convened in a timely manner, the Board has authorised the Principal with Chairperson approval to impose a five day suspension.

Repeated instances of serious misbehaviour will require parents to attend the school for a meeting with the Principal/Senior In School Management Team and Chairperson to attempt to remedy the difficulties which the child may be experiencing as well as the exhibited serious misbehaviours.

Parents must provide an undertaking that the child will behave in an acceptable manner, if this is not feasible, the pupil may be suspended on a rolling basis of two days, then three days followed by a further period of two and then three days. The parents must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school's Code of Behaviour.

The Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of other pupils and staff alike.

In line with the Education Welfare Act (2000) Section 21(4)(a), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six days.

A suspension, which would bring the total number of days a pupil has been suspended in the current year to twenty days or more is subject to appeal under section 29 of The Education Act 1998.

Immediate Suspension:

Aggressive, threatening or violent behaviour towards a staff member or pupil will be treated as gross misbehaviour. Where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupil/staff, the Board authorises the Principal to sanction an immediate suspension for a period not exceeding three school days. Parents will be notified and arrangements made for the pupil to be collected.

Expulsion:

The Board of Management has the authority to expel a pupil where;

- the pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- the pupil's continued presence in school constitutes a real and significant threat to safety.
- the pupil is responsible for serious damage to property
- (the above list is not exhaustive).

This sanction would be imposed under the terms of the Education Welfare Act (2000) section 24 Suspension / expulsion procedures are in accordance with the Education Act 1998.

Factors that will be considered in the case of Expulsion :

1. Persistence of unacceptable behaviour
2. Escalation of unacceptable behaviour in spite of intervention. Examples of intervention:
 - Involvement of parents
 - Behavioural programme /strategy
 - Learning intervention
 - Contact with NEPS, NCSE and other relevant agencies
3. The impact of the behaviour on other children and staff
4. The impact of the behaviour on teaching and learning
5. The Board's satisfaction that no other intervention can be tried or is likely to help

Pupils with additional needs:

Pupils with additional needs will be required to follow the school's Code of Behaviour but teachers/snags will use their professional judgement in relation to the regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural difficulties. Parents of these children 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 child to improve his/her behaviour. This may involve working and co-operating with an SNA and contacting and meeting with relevant out of school agencies. The St. Kilian's Senior School Code of Behaviour applies to all pupils enrolled in the school.

If a child engages in behaviour that risks their own safety or that of the other children, is physically aggressive towards a staff member or damages school property, their parents/guardians will be contacted by phone in order to immediately collect their child from school.

While every effort will be made to resolve behavioural issues the Board of Management reserves the right to suspend or expel a child as follows:

A pupil who is involved in any of the following behaviours:

- The serious physical and /or psychological abuse of a pupil or staff member

- Violent or aggressive behaviour
- Unacceptable verbal disruption or verbal abuse
- Serious damage to or abuse and/or theft of property on the school premises
- The consumption, possession or sale of any illegal substance (the above list is not exhaustive)

Appeals:

Under Section 29 of the Education Act, 1998, parents / guardians are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Board of Management's Responsibilities:

- Provide a comfortable and safe environment for pupils and staff.
- Support the Principal and staff in implementing the code.
- Ratify and review the code periodically.

Principal's Responsibilities:

- Promote a positive climate in the school for pupils and staff.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code of Behaviour, as required.

Teachers' Responsibilities :

Support and implement the school's Code of Behaviour.

- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare schoolwork and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- 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.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities:

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show kindness and 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 nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- 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 unless children are sick.
- Be interested in, support and encourage their children's schoolwork.
- Be familiar with the code of behaviour and support its implementation.
- 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.

The overall responsibility for behaviour within the school rests with the principal. However, the Board of Management has ultimate responsibility for behaviour under its management and a duty to ensure that a fair code of behaviour applies therein.

5.Record Keeping:

It is the teacher's duty to record inappropriate behaviour in their own class. Responses and interventions aimed at supporting the pupil to deal with inappropriate behaviour will be recorded. Positives responses by pupils will be recorded. All records are held in accordance with GDPR.

6.Reference to other policies:

The implementation of the our Code of Conduct for positive behaviour may require reference to other school policies including (but not limited to) the school Child Safeguarding statement, Bí Cineálta policy, and Acceptable Use policy for internet and technology.

This policy was reviewed and ratified by the Board of Management on 21/01/26.

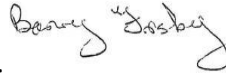
Signed and dated :



21/01/26

Patrick Corcoran/Chairperson of Board of Management

Signed and dated:



21/01/26

Barry Frisby/Principal