



Code of Behaviour 2023

Introductory Statement

This policy was drawn up in consultation with the staff, children, parents and Board of Management of St. John the Apostle National School is a co-educational national school with a current enrolment of 414 children. It caters for children from Junior Infants to Sixth Class. There are 16 classrooms with a team of 27 teachers, 11 of whom work in special education context, and 6 fulltime Inclusion Support Assistant positions (ISAs). We also have a Supply Panel with 7 teachers serving a cluster of 20 schools in the Galway City West area. The school enrolment largely serves those from the immediate Knocknacarra locality.

Rationale: This policy was drawn up in order to promote a happy and a safe school environment for all pupils, teachers and parents in order to ensure optimal conditions for effective teaching and learning, as outlined in our school's mission statement. It reflects the Catholic Ethos of our school in line with the Schedule for Catholic Schools as set out in our School Plan.

Aims

This policy aims to articulate our vision for positive relationships and behaviour in the school:

- To promote and maintain a happy and a safe school environment for all pupils, teachers and parents in order to ensure optimal conditions for effective teaching and learning
- To provide clarity with regard to expectations about how each member of the school community will promote positive behaviour and learning environment in the school
- To focus on affirming good behaviour and setting high expectations for standards of behaviour throughout the school
- To foster the development of relationships of trust and mutual respect between children, staff, parents and the wider school community
- To facilitate the education and development of every child
- To foster caring attitudes towards each member of the school community, to promote respect for diversity and allow for appropriate accommodation of difference in accordance with the equal status legislation
- To reflect that this school acknowledges that unacceptable behaviour may be linked to external factors. Positive support including active teaching of relevant skills will be provided for those children who are more vulnerable to behavioural problems
- To specify practical strategies to be employed within the school community to support high

expectations of positive behaviour throughout the school, with due regard to the age of the pupils and to individual difference

- To ensure that the principle of fairness, consistency and natural justice are adhered to by all members of the school community towards each other
- To help each child to experience the value of being a responsible participating member of the school community
- To outline procedures to be followed where a child fails or refuses to observe standards of behaviour expected and set out in this code of behaviour.

Roles & Responsibilities Whole School Approach to Promoting Positive Behaviour:

This Code of Behaviour will provide a sound foundation for a whole-school approach to promoting good behaviour and for responding to unacceptable behaviour based on a shared understanding of what shapes the behaviour of children and positive strategies for affirming and promoting good behaviour.

Every member of the school community has a role to play in the implementation of this Code of Behaviour. Emphasis is on a holistic, preventative approach which involves all partners (BOM, Staff, Parents and Pupils) in the school community in understanding, drafting and implementing the school's Code of Behaviour.

School Leadership Team Children in 6th class can opt to apply for and are interviewed for the position on the School Leadership Team. Each year there are two Prefects, and a range of roles in line with the students' interests, competencies and school needs e.g. Arts, Literacy, Sports, Junior Mentors. These children are invited to take part in meetings related to their individual areas of interest and provide a good example to the rest of the student population.

One specific group on the Leadership Team is The Student Council. The Student Council of St. John the Apostle, Knocknacarra NS gives the children a strong representative body and creates a positive partnership with the school community. The functions of this council include: representing the students' views, contributing to the development of policies, communicating with the students and wider school community, providing peer support, improving school atmosphere and teacher / student relationships, addressing school social and behavioural issues, or matters relating to the school facilities and learning environment.

The Board of Management ensures that the entire school community is involved in the development, implementation and review of the school's Code of Behaviour. The BoM provides a comfortable, safe learning environment conducive to supporting positive behaviour. It supports the principal, staff and parents in implementing the Code of Behaviour by providing opportunities for

- staff to deepen their understanding of the factors that affect behaviour and help children to change behaviour
- dialogue among staff about the nature of behaviour, as the basis of a whole-school approach to promoting good behaviour and responding to unacceptable behaviour

- Exploring ways of helping parents to understand how they can help children to behave and learn well at school
- Finding ways of helping children to understand their own behaviour, the reasons for it and ways they can manage their behaviour and relationships.

The School's SPHE Curriculum and programmes such as Incredible Years, Mind Up, Fun Friends, Friends for Life, Zones of Regulation and Stay Safe are used to support the Code of Behaviour. These programmes aim to help our children develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

The principal; Positive and supportive leadership from the principal promotes successful implementation of the Code of Behaviour across the school community. The principal will

- promote a positive climate in the school
- ensure that the Code of Behaviour is implemented in a fair and consistent manner
- arrange for review of the Code of Behaviour, as required.

School Staff

Practical strategies for teachers and SNAs to encourage and promote positive behaviour in the classroom:

A warm and accepting classroom climate is one where children feel cared about and are encouraged to care about each other.

Golden Rules- (Junior Infants to 2nd Classes)

1. *I will be polite; I will say excuse me and thank you*
2. *I will show respect and kindness; I will share, help others,*
3. *take turns.*
4. *I will listen; I will put my quiet hand up to talk out.*
5. *I will respect property; I will keep my place tidy.*
6. *I will be safe; I will walk indoors and be gentle at all times.*
7. *I will work hard; I will do my best at everything I do.*

Behaviour Charter- (3rd to 6th classes)

I am expected to-

1. *Respond politely and greet others*
2. *Show respect to teachers, other students and to property in and around the school*
3. *Listen and follow instructions given by all staff members*
4. *Work hard, participate fully and take my turn*

5. *Sit on my chair at my desk during indoor break times and morning assembly time*
6. *Walk and use an indoor voice on the corridors*

Staff will-

- Teach the Golden Rules (Junior Infants to Second Class) and Behaviour Charter (Third-Sixth Class) using role play, modeling and practice at the beginning of the school year and revise at regular intervals throughout the year.
- Be alert to what is going on in the classroom at all times.
- Praise and reinforce positive behaviour e.g. by saying “I like the way you are/did/said ...”, use appropriate reward systems such as star charts, dojos, allocate extra Golden Time, Weekly certificates for Good Behaviour etc.
- Establish and clearly communicate expectations for behaviour, class routines and boundaries. The Golden Rules and Behaviour Charter will be clearly published and displayed on the notice-board/sliderobes in every classroom as a reference for the children and the staff.
- Explain the connection between a child’s behaviour and its consequences e.g. removal from disruption if distracting others to appropriate focus table/concentration table
- Use strategies to help children maintain these routines and boundaries e.g. using prompt card systems for keeping children on task, use of visual time-tables, first/next visuals etc.
- Keep children actively involved in their learning, vary teaching methodologies e.g. mixture of whole class collaboration, group work, pair work and individual work with a focus on active learning methodologies.
- Ensure smooth transition between subjects and classroom ensuring time for movement and regulation breaks using Go Noodle, Bizzy Bodies, Brain Breaks
- Enforce classroom rules promptly, consistently and equitably
- Refer to the rule being broken when warnings are given.
- Give warnings using the system outlined below

Step 1: Warnings, Time Out, Note Home- (Appendix 1)

- First warning and explain the reason for the warning
- Second warning with explanation and reminder that the third warning leads to Time Out
- Third incident leads to a Time Out. This is supposed to be a thinking/calm down time.
- Language of choice will be used e.g. you’re choosing not to follow instructions so you’re choosing to break rule number 3 and therefore you get a warning/Time Out
- Teacher keeps a record of this Time Out and the child misses 2/5 mins (JI-2nd) and 10 mins (3rd-6th class) of Golden Time. If there are more Time Outs in the week this time accumulates.
- Time Out has to be communicated with parents/ guardians. Parent/guardian receives a message

on Aladdin informing them of the Time Out e.g. _____ broke Golden Rule/Expectation No. 3 as he/she was not following instructions. Teachers will also phone/talk to a parent at home time about this Time Out

Step 2: Parent consultation, Behaviour charts- (Appendix 2)

- If the child receives 2 additional Time Outs in a short period of time a behaviour chart is started and a consultation set up with the parent/guardian.

Step 3: Principal, parent, child meetings

- Three further Time Outs lead to the principal being informed. A meeting will ensue between parents, child, teacher and the principal. This will lead to a loss of privilege. See Sanctions listed below.

Sanctions may include:

- Reasoning with pupil
- Verbal reprimand including advice on how to improve
- Temporary separation from peers within class and/or temporary removal to another class
- Prescribing restorative practice worksheet- **Appendix 3**
- Loss of privileges- Ipad time, extra curricular activities i.e. athletics, football, hurling, handball, basketball, quiz teams, yard buddy time, Student Council meeting, trips, activity of choice e.g. sitting beside a buddy, bringing in a preferred toy to play with
- Detention during break for yard misdemeanors
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

Practical strategies for teachers to encourage and promote positive behaviour in the yard/toilet area:

- Teachers will establish and maintain consistency in terms of expectations for behaviour, routines and boundaries for children in the yard or toilet area as stated in the Golden Rules and Behaviour Charter
- Teachers will enforce rules promptly, consistently and equitably.

Children are expected to-

- Walk and use an indoor voice on the corridors
- Freeze when the whistle blows at the end of break (JI-Second Class)
- Line up in line order when the second whistle blows
- Play safely and appropriately
- Sanctions: Children are removed to time-out space if behaviour is deemed to be unsafe or

inappropriate.

Detention: This is for yard misdemeanors only

- Parents will be informed once their child's name is in the yard book
- Yard books will be monitored on a monthly basis. Children begin afresh each month.
- If a child's name is in the yard book three times they then go to detention
- Detention will be every second Thursday
- Yard teachers will monitor yard books and send a list of names to the office
- Restorative practice sheet used -junior and senior version

Parental involvement in encouraging and promoting positive behaviour in school: The Parents Association Committee as a representative group are consulted and involved in drafting and reviewing the school's Code of Behaviour and Attendance Policy. The Code of Behaviour and Attendance Policy is clearly communicated to all parents. At enrolment each parent receives a copy of the Code of Behaviour and Attendance Policy and is requested to sign to show that they have read the code and accept and support its implementation.

There are a number of training programmes held throughout the year on the issue of cyberbullying. These are organised by Knocknacarra Parents Association.

As part of the preventative nature of the school's approach to positive behaviour, parents are informed at the earliest opportunity where their child's behaviour is deemed to be unsafe and inappropriate. We promote the consistent use of Incredible Years Language at home and at school.

Parents are encouraged to support children to have a sense of respect for themselves and for property and to

- Ensure that children attend school regularly and punctually
- Be interested in, support and encourage their children's school work
- Be familiar with the Code of Behaviour and support its implementation.
- Cooperate 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 a child's progress/behaviour.

Parents are reminded that the staff of the school does not accept responsibility for pupils before **official opening time of 8.30 a.m. or after the official Infants closing time of 1.10 p.m. and First to Sixth classes closing time of 2.10pm.** The BoM and school community will ensure that systems are in place to acknowledge behaviour, progress and effort, through reward systems as outlined previously, under positive strategies for promoting positive behaviour in the school. Most children behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional minor misbehaviour will be attended to routinely and effectively through the skill of the classroom teacher. Some children need more active intervention to help them to manage their behaviour. Without additional

help, they may be at risk of failing, behaviourally, socially and educationally.

Additional inputs or interventions might include:

- referral to another teacher or adult who can work with the child in an SEL group focussing on Fun Friends, Friends for Life programme or Zones of Regulation
- setting targets for behaviour and monitoring them with the child in a supportive way
- providing a designated space for children to play in in the yard
- Behaviour Charts (see appendix 2)

Where a child's behaviour is particularly challenging the school and parents together may engage the support of local support services such as NEPS, HSE, NCSE agencies etc. The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

Suspension/Expulsion Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised and recorded on Aladdin. For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive (physical or verbal), threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested, in writing, to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement) Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that

the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Record Keeping In situations which require active intervention to assist children to improve their behaviour, the class teacher will record observations on a Behaviour Record Sheet. Each teacher electronically records any substantiated form of bullying behaviour. Monthly analysis of these records will be carried out by the Assistant Principal. Where incidences of misbehaviour occur in the school yard the misbehaviour will be recorded in the Yard Book. Where there is any allegation of bullying this will be recorded on Aladdin. All such records will be kept on file and stored securely.

Attendance Policy Procedure for notification of a child's absence from school: Parents are required to inform the school via the Aladdin App of the reason for a child's absence in writing. The school is required under the obligations of the Education Welfare Act 2000 to record and report children's absences to the National Education Welfare Board. The school is obliged to report to the NEWB when a student has reached 20 days absence cumulatively.

Success Criteria

- Parents/Guardians, pupils and teachers will know agreed strategies i.e. Incredible Years.
- Trust will exist between pupils and teachers.
- Pupils will feel valued and responsible.
- Children will feel they have the opportunity to participate in dictating school policies.
- Golden Rules/Behaviour Charter will be displayed throughout the school and adhered to.
- St. John the Apostle, Knocknacarra NS will be a positive and safe working/ learning environment for all involved.
- Pupils will feel that they are being treated fairly by each other and all staff.
- Parents/Guardians will explain absences via the Aladdin App

Review: This policy will be reviewed each year.

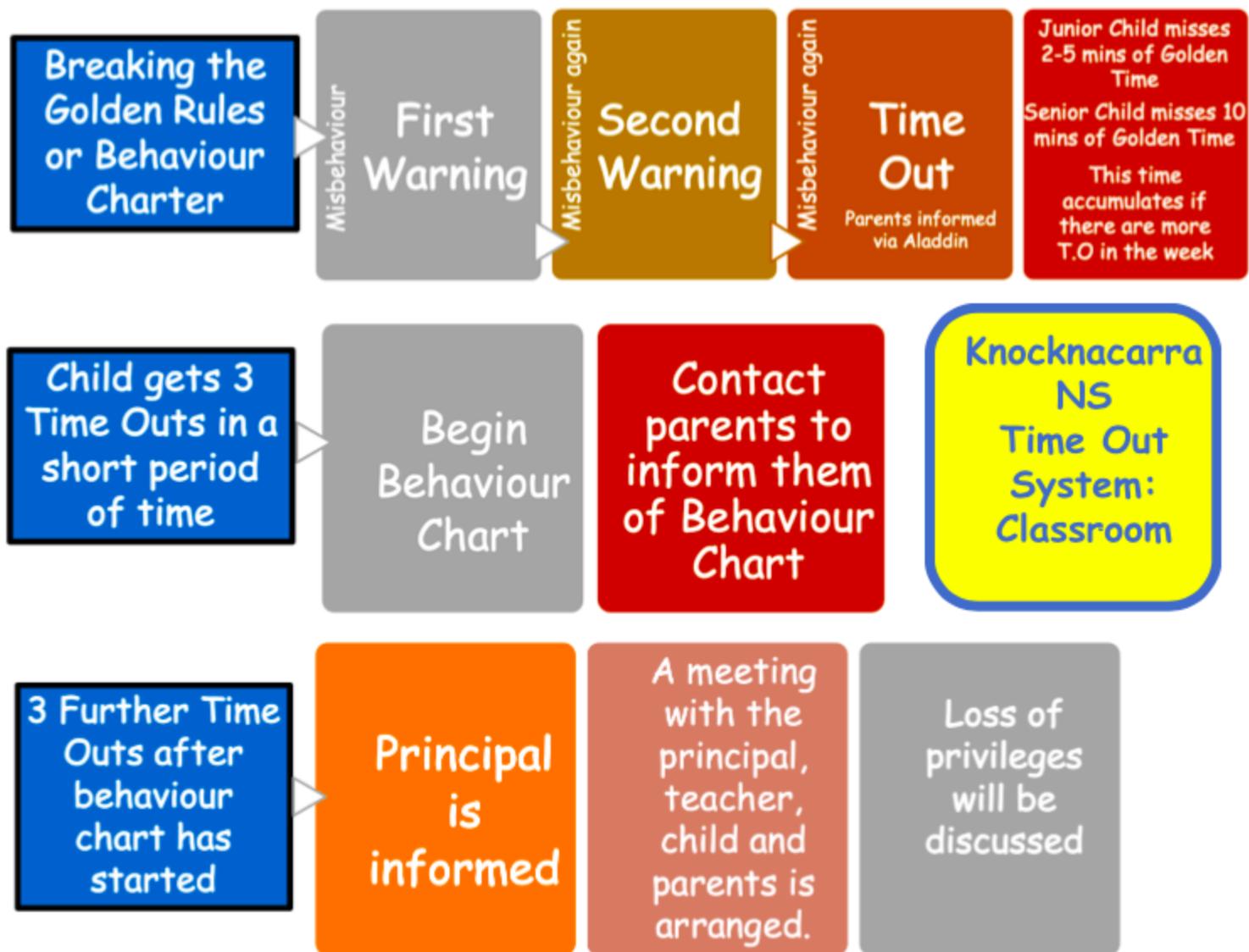
Ratification & Communication This policy was reviewed and ratified by the Board of Management of St. John the Apostle, Knocknacarra NS, February 22nd 2023 and subsequently communicated to the school community via the school's website.

Signed: _____ Date: _____

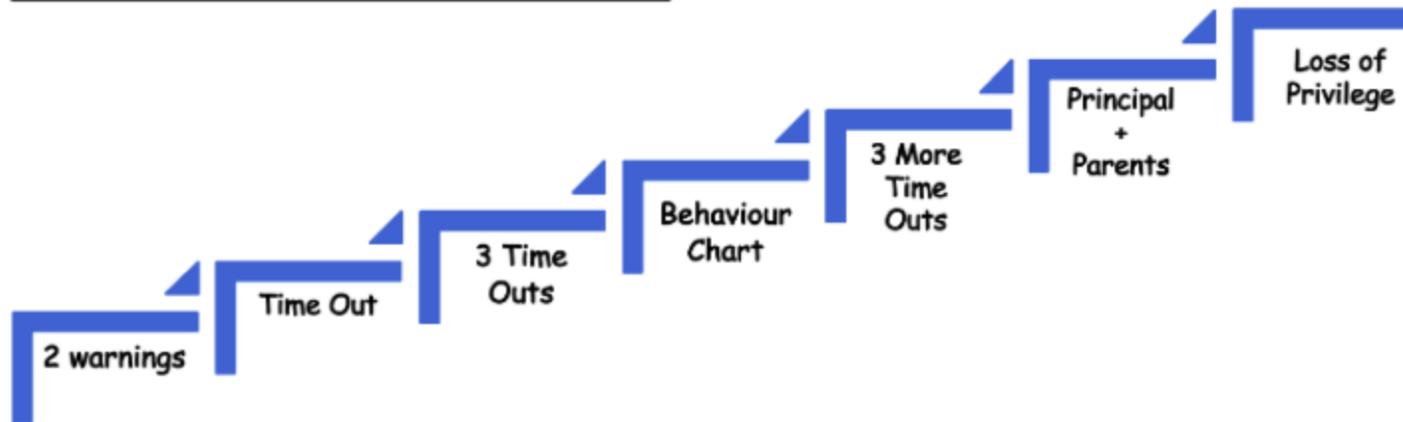
Michael Gallagher Chairperson,

Board of Management

Appendix 1:



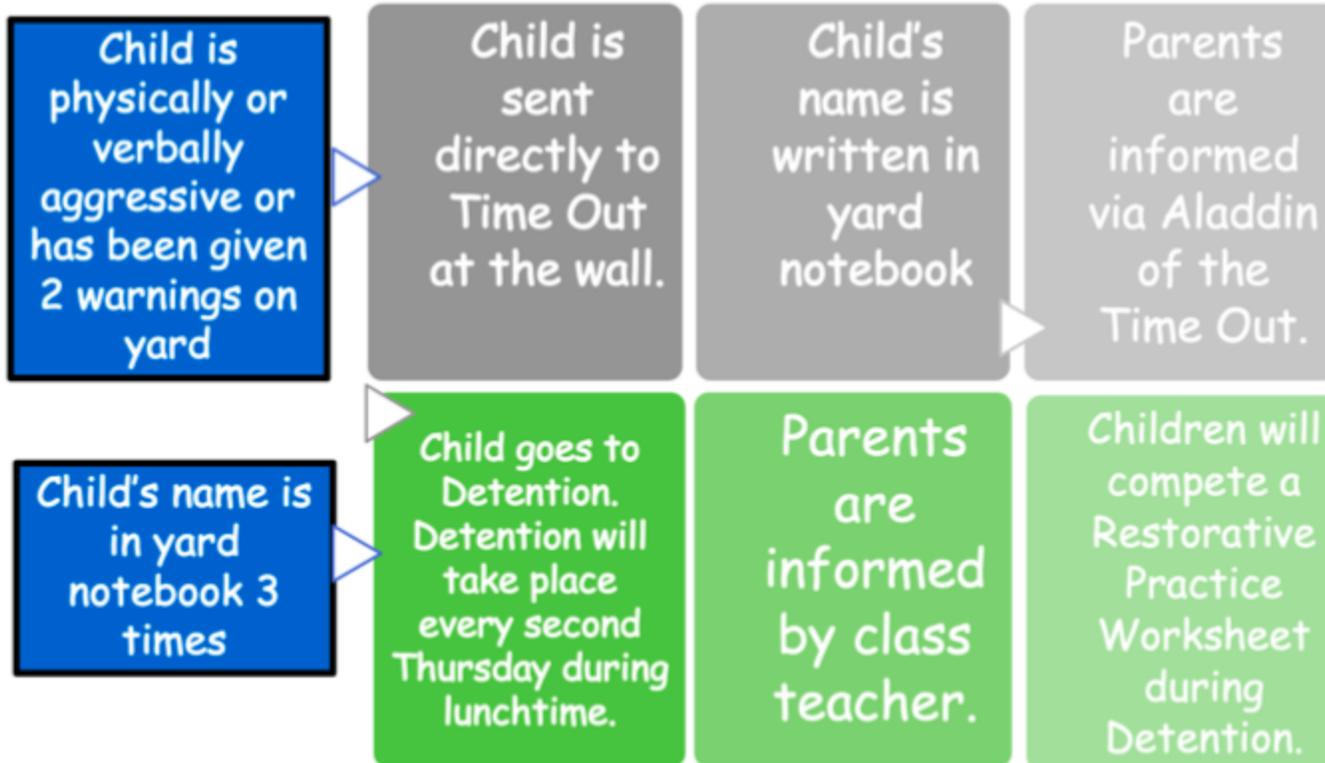
Summary of Our Time Out System



List of Privileges

iPad time, extra curricular activities i.e. athletics, football, hurling, handball, basketball, quiz teams, yard buddy time, Student Council meeting, trips, activity of choice e.g. sitting beside a buddy, bringing in a preferred toy to play with etc.

Knocknacarra NS Time Out System: Yard



Appendix 2- Behaviour Charts

Junior Classes

My behaviour chart _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Quiet hand up 					
Play safely / gentle hands at play time 					



Reward daily or/on a Friday =

- 5 minutes hula hoop with a friend
- 5 minutes I-pad time
- 5 minutes on the trampoline
- 5 minutes on activity of choice
- Prize from the prize box

Senior Classes

_____ **Chart of Expectations**

If you; 1. Finish highlighted work 2. Do something the FIRST time you're asked. 3. Take part in lessons by looking at me 4. Use an Indoor voice at break time	Then you get; 1. Game time with _____ 2. Extra iPad time 3. Prize from the prize box 4. Subject Pass for Homework
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_____ squares out of 15

*The above expectations and rewards are just samples. Use ones that you and the child would hope to achieve.

Restorative Practice sheets

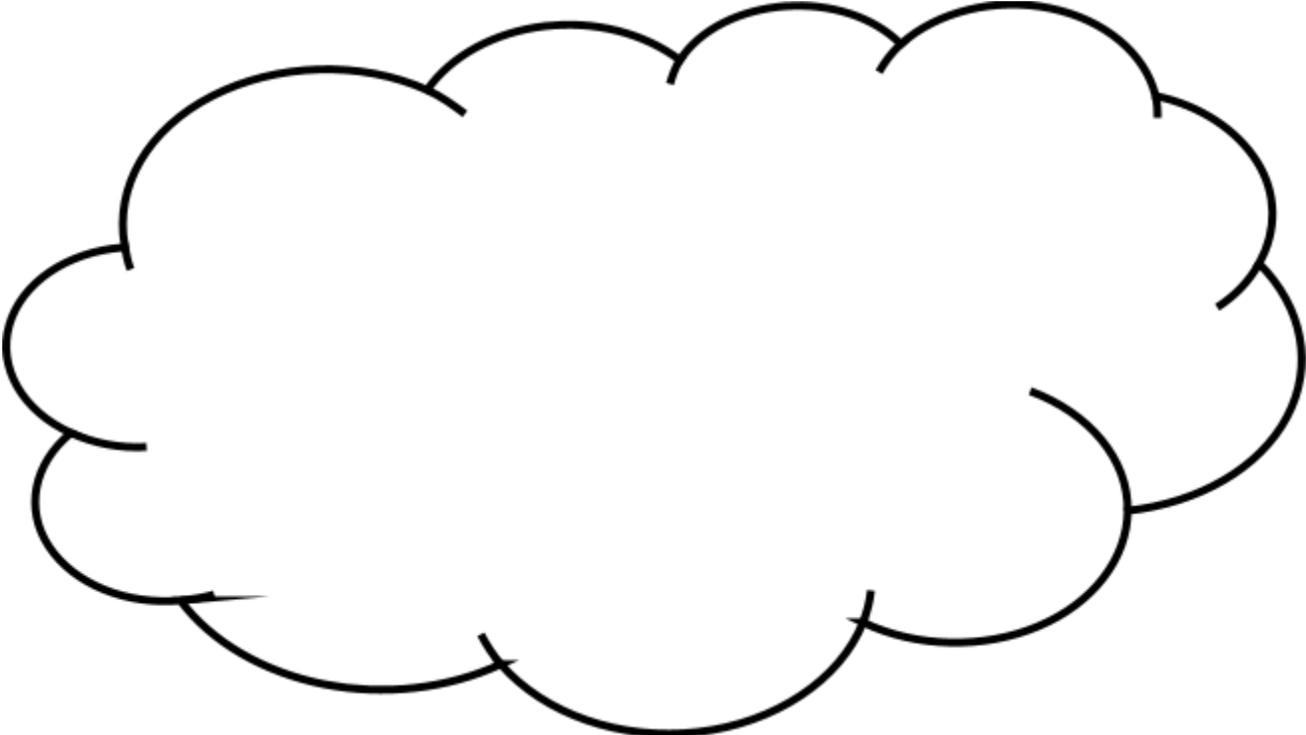
Name _____ Date _____

Parent signature _____

What happened?

A large, empty rounded rectangular box with a black border, intended for the student to write their response to the question 'What happened?'. The box is centered on the page and occupies a significant portion of the upper half.

What were you thinking?

A large, empty cloud-shaped box with a black outline, intended for the student to write their response to the question 'What were you thinking?'. The cloud has several rounded, overlapping lobes and is centered on the page below the first box.

Name _____ **Date** _____

Parent signature _____

What happened that led to this detention?

What were you thinking at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen next?