

## **St. Patrick's S.N.S. Behaviour Policy**

In order for St. Patrick's SNS School to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free environment. The school code places a greater emphasis on rewards than on sanctions, and the ideal is that pupils will acquire self-discipline. We recognise the importance of a strong sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents and the Board of Management.

### **Aims**

The *Code of Behaviour* aims to achieve three things:

- a. The efficient operation of the school and the structuring of in-class discipline so that there exists an efficient and stimulating learning environment.
- b. The maintenance of good order throughout the school and respect for the school environment.
- c. The development of self-discipline in pupils based on consideration, respect and tolerance for others.

*Please note:*

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with our school's code of behaviour.

However, in the context of the anti-bullying policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with our school's code of behaviour.

### **Planning for Good Behaviour**

It is necessary for teachers to plan for behaviour, and to teach school and classroom rules in the same manner as the school subjects are taught. Pupils have the right to be listened to at appropriate times agreed by the teacher, but not inappropriately demanded by the pupil.

## **Aims and Expectations**

### **Framework for Code of Behaviour**

The aim of the code is to encourage good behaviour and to discourage poor behaviour. In keeping with this aim, the framework is:

- ◆ Fair
- ◆ Supported by all staff
- ◆ Applies to all students consistently, both in class and throughout the school
- ◆ Respects the dignity of all students
- ◆ Is task orientated – clear and helpful directions are given, not implied
- ◆ Recognises good behaviour whenever and wherever it occurs

### **Expectations of Pupils**

1. Work quietly and safely
2. Listen when expected to
3. Respect all members of the school community
4. Be helpful
5. Produce your best work in class and for your homework

### **Pupils' Expectations of Teachers**

1. To be courteous, consistent and fair
2. To prepare and mark work
3. To listen, at appropriate times, to pupils' explanations for behaviour
4. To recognise good work and behaviour
5. To deal with bad behaviour

## **Rules and Procedures**

### **General School Rules**

1. Be Gentle
2. Be Kind & Helpful
3. Be Honest
4. Work Hard
5. Look after Property
6. Listen to Others
7. Be Friendly

### **Specific School Rules**

1. It is important to be on time for school.
2. It is important to wear the school uniform.
3. It is required that pupils complete their homework.
4. Pupils walk quietly around the school, and leave and enter the school building in single file.

5. Pupils and staff keep the school clean and litter free.
6. All absences of the pupils must be explained to the class teacher by a parent/guardian (by note or phone call).
7. Any form of behaviour which interferes with the rights of others is unacceptable.
8. Pupils are required to follow the school's Healthy Eating Policy.
9. Respect is required and school rules apply when coming to school and when going home from school.

### **Classroom Rules**

1. Follow instructions immediately.
2. Complete your work well and on time.
3. Permission is required to speak during lessons.
4. Sit properly; permission is required to leave your seat.
5. Always have the proper school materials and use them only when needed.
6. Always allow others to do their work without interruption.
7. Keep your classroom tidy at all times.
8. Stay seated during wet day yard times.

### **Rules for Yard Behaviour**

1. Follow directions from all staff immediately.
2. You must walk on entering and leaving the yard.
3. No rough play in yard, all weather pitch or on the field.
4. Do not re-enter the school building during the breaks unless given permission.
5. Keep away from the areas that are out of bounds (Junior School, barriers, outside the kitchen, bike shed, behind the prefab)
6. Wrapped food and drink are not permitted on the yard.
7. Lining up: all pupils walk to their class line, line up in a mannerly order and await their teacher.

### **Procedures for Yard behaviour.**

1. Classes enter and exit their yard via the main doors or their classroom doors.
2. Teachers inform the child's class teacher of any significant incidents on the yard.
3. Children stop playing when the bell rings and line up.
4. If children are breaking minor school rules, they will be given time out on the yard for 5 minutes by the teacher.
5. If children are breaking major school rules, they will be sent to detention by the teacher.

## Sanctions

**Children should never be put outside door as a sanction.**

The entire focus of the Code of Behaviour is on encouraging a positive classroom climate and rewarding good behaviour. However, when a class rule is broken, there is a clear and unambiguous sequence of steps to be followed.

**Step 1** Verbal Warning

**Step 2** Written Warning – teacher either records this on the board or in their teacher manual

**Step 3** Moved to another area in the classroom with work, no contact with class and loss of 1 star

**Step 4** Moved to another classroom for 40 minutes – loss of both stars and note goes home to parents/guardians

**Step 5** Detention for both breaks – a note goes home to parents/guardians (if this stage is reached, letter from step 4 is cancelled)

**Step 6** In House suspension for a whole school day – parents are made aware of this and the principal discusses the matter with the parents/guardians about this.

Step 7 – Out of School Suspension

**Exceptions - Students will move directly to step 7 (Out of school suspension) if they are physically fighting, consistently seriously bullying or if they show outright disrespect to any member of staff.**

### Other sanctions

- Pupils may kept in class during lunch break. If this sanction is utilised, pupil must be supervised at all times
- Pupils who misbehave frequently may not be allowed to participate in school outings for their own safety and that of the other pupils.
- . Referral to Principal
- . Individual behaviour plan and report

### Principles and Procedures regarding Suspension

**Procedures for the suspension of a pupil are as follows:**

1. If suspension is being invoked, the parent is informed in writing of the duration of the suspension and the reason for suspension.
2. Parents are informed that they have a right to appeal the suspension.
3. The suspended student is given work to complete during the suspension.
4. When the suspension is completed parent(s)/guardians(s) are required to discuss the matter with the principal.

5. The maximum period of an initial suspension is three school days, and the Board of Management has given the authority to the Principal to impose this sanction.
6. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of ten school days to allow for consultation with the pupils' parents. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

### **Rewards**

*The main emphasis of the Code of Behaviour will be on affirming good behaviour. It is recognised that the procedures will be time-consuming, but constantly reprimanding pupils is also time-consuming, and does not appear to produce the desired effect.*

1. Children can receive up to 2 stars daily depending on behaviour.
2. After every 40 stars the student receives a homework voucher.
3. There are three star charts to complete throughout the year, a bronze, silver and gold card.
4. When a student has completed the bronze card, they will receive a bronze medal, a silver medal following a completed silver card and a gold medal following a completed gold card.
5. Each day the pupil is given a fresh start.
6. It is recommended that stamps be given at the end of each day to reinforce positive behaviour.

### **General Rewards**

If pupils follow the rules, they may earn as:

#### **Individuals and as a Class**

##### **Daily**

Public praise  
Star stamps on merit pages

##### **Weekly**

Golden time  
Student of the week plaque / certificate (each class)  
Letter of commendation to parents  
Individual / group credits  
Name entered in the Golden Box

##### **Termly**

Bronze, Silver or Gold Medal

## **Materials**

Each teacher will receive the following

- Bronze / silver and gold certificates cards
- 1 self-inking stamper with a design of a star
- Letter of commendation
- Letter informing parents that step 4 of the code of discipline has been reached.
- Detention slips
- Blue behaviour/record book
- Individual behaviour plan and report

## **Implementation of Code of Behaviour**

The key to the implementation of the Code of Behaviour is consistency among teachers and staff. There should be no doubt in pupils' minds with regard to the implementation of rewards and sanctions. Constant vigilance is required, and in this regard, it is important to supervise children until they have left the school premises. At each break, teachers should escort their pupils to the exit doors.

## **Assembly**

Assemblies will be convened fortnightly (3<sup>rd</sup> and 4<sup>th</sup> one week, 5<sup>th</sup> and 6<sup>th</sup> the following week) so that the pupils can be commended publicly and issues of common concern addressed. Student of the week will be awarded in assemblies and over the intercom on weeks where there is no assembly. Children who have done something commendable during the week will have their name entered in the golden box at assembly. Assemblies are key to our Code of Behaviour as they help to aid consistency among staff and children.

## **Ratification and Communication**

This policy was ratified by the Board of Management of St. Patrick's S.N.S. at its meeting on \_\_\_\_\_ . Parents may view this policy on the school website or by appointment with the Principal.

\_\_\_\_\_

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

**Fr. Liam McClarey**

**Chairperson of the Board of Management**

# Individual Behaviour Plan and Report

Dear Parent / Guardian,

Your child has been placed on an individual plan / report to improve his daily behaviour. Please check and sign the report each day. The report will also be checked by the Principal.

Name	1	2	3	Parent(s) Signature
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

## Contract for Behaviour Management

Date of Commencement: \_\_\_\_\_

Date of first review: \_\_\_\_\_

Pupil's \_\_\_\_\_ Class: \_\_\_\_\_ Date of \_\_\_\_\_  
 Name: \_\_\_\_\_ Birth: \_\_\_\_\_

Reasons for contract:

The school will: \_\_\_\_\_

(Parents/Guardians) will: \_\_\_\_\_

(Pupil) will: \_\_\_\_\_

Signed: \_\_\_\_\_ (Teacher) Date: \_\_\_\_\_

\_\_\_\_\_ (Teacher) Date: \_\_\_\_\_

\_\_\_\_\_ (Teacher) Date: \_\_\_\_\_

# Letter to Parents

Dear \_\_\_\_\_,

I regret to inform you that \_\_\_\_\_ has broken a number of School Rules, and has reached Step 4 of the behaviour checks. He has been given penalty work to complete for tomorrow. I would like to discuss this matter with you as soon as possible. Please contact me by note or by phoning the office at (01) 8216563 to make an appointment to discuss this matter.

Yours sincerely,

\_\_\_\_\_

Class Teacher

Dear \_\_\_\_\_ ,

I am very pleased to inform you that \_\_\_\_\_ has put great effort into his school work, and he deserves praise.

Well done \_\_\_\_\_, keep up the good work!

Yours sincerely,

\_\_\_\_\_

Class Teacher