



## Scoil Maelruain Junior

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## Draft Code of Behaviour Policy 2023/24

Date	October 2022
Initial Draft	2005 Updated Oct 2022 Redraft Sept 2023 Redraft Sept 2025
Ratified by the Board of Management	Redraft yet to be ratified*

**This is a continuous working document**

### **Introductory Statement**

This policy was originally formulated by Ms. J. McGrath, Mrs R. Nugent and Mrs M. Ryan in consultation with all the staff of the school, with parents and with the Board of Management.

The original policy was very effective in improving behaviour and increasing the capacity for children to learn in a safe and secure environment. However, since its inception in 2005, it has been necessary to update it to ensure that it is reflective of the practices that were in place in the school. The current draft supersedes all previous versions of the policy and has redrafted its content.

The school has embraced the diversity of our school population and pride ourselves in being an inclusive school that serves the needs of the wider community. This draft is reflective of these current practices within our school.

This is a draft policy that is currently being piloted in the school by staff. Consultation with parents will occur in Term one/two of the 2024/25 year and the Board of Management will ratify thereafter.

### **Rationale**

Under the Education Welfare Act, 2000, Section 23 (1) schools are obliged to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

- The standards of behaviour that shall be observed by each student attending the school;
- The measures that shall be taken when a student fails or refuses to observe those standards;
- The procedures to be followed before a student may be suspended or expelled from the school concerned;
- The grounds for removing a suspension imposed in relation to a student;

Procedures to be followed in relation to a child's absence from school In Scoil Maelruain Junior we acknowledge it necessary to review and update our Code of Behaviour to ensure compliance with the following legislation and guidelines:

- Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Children First National Guidance 2015
- Child Protection Procedures for Primary and Post-Primary Schools 2017
- Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR) Guided by the UN Convention on the Rights of the Child we are cognisant of children's specific survival, development, protection and participation rights.

## **Relationship to characteristic spirit of the school**

*Scoil Maelruain Junior aims to be a happy, safe, inclusive, respectful school where everyone can learn.* Staff would like to create a school motto through the process of 'Dignity at Work', parent and student consultation.

## **Aims**

- To allow the school to function in an orderly and harmonious way
- To enhance the learning environment where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To foster caring attitudes to one another and to the environment
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their cooperation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner
- To enable teachers to teach and children to learn without disruption
- To recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour

## **Content of policy**

The implementation of Scoil Naomh Maelruain Junior's Code of Behaviour is dependent on a strong sense of community and cooperation from all staff, pupils, parents and Board of Management.

The Code of Behaviour recognises the differences that exist between children and the need to accommodate these differences.

Behaviours expected from each child in the school are:

- To be behaved and to show consideration for other children and adults
- To show respect for the property of the school, other children's and child's own belongings
- Each child is expected to do his/her best in school and for homework

## Whole School Approach to Positive Behaviour

Scoil Maelruain Junior - staff members and supported by the Parents Association, parent body and Board Of Management, adopt a positive behaviour approach to behaviour within the school. We do this by:

- Having a collaborative and collective approach to behaviour management;
- Rewarding positive behaviour through our 'Rainbow Chart' system;
- Rewarding positive behaviour on yard;
- Using assembly time to reinforce good behaviour;
- A whole-school approach to curriculum and classroom management;
- An inclusive and involved school community.
- A systematic process for planning and reviewing behaviour policy.
- At the beginning of each school year all teachers will discuss the Code of Behaviour and devise a set of positive class rules with their class.
- The school's Social Personal and Health Education (SPHE) curriculum and Grow in Love (R.E) are used to support the Code of Behaviour. It aims 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 staff will ensure they communicate to parents/guardians any concerns in relation to their child's behaviour and well-being.
- Behavioural concerns may be brought to the attention of the pupils in class situations by the principal or teacher. Similar information may be conveyed to parents in person, by phone or through the Aladdin Connect App.
- At times, specific Behaviour Plans will be developed. These are bespoke documents created collaboratively with school staff and parents which are tailored to children's specific needs. This work happens in the context of the schools Continuum of Support.

## School Rules:

- **Class safety rule:**

In our class, we all have a **right** to feel safe.

We all have a **responsibility** to ensure that everyone else also feels safe.

- **Class respect rule:**

In our class we have a **right** to be treated with respect.

We all have a **responsibility** to treat others with respect.

- **Class communication rule:**

In our class, we all have a **right** to communicate.

We all have a **responsibility** to allow others to communicate also.

- **Class learning rule:**

In our class, we all have a **right** to learn.

We all have a **responsibility** to allow others to learn.

### **Our Golden Rules for safety in the classroom:**

These rules have been simplified into our 'Our Golden Rules' and the use of the 'Rainbow Chart'

1. Always do as any teacher asks immediately;
2. Kind hands, kind feet, kind words;
3. Take turns talking and listening to others;
4. Take care of your own property, school property and the property of your classmates;
5. Move quietly and safely

### **Rainbow Chart:**

A picture of each child sits on the green circle of the rainbow, in the middle of the rainbow. The children and the teacher agree to a behaviour/behaviours they want to practise in the class, for example 'being kind to others' or 'putting your hand up when you want to speak' or 'high five listening'. These coloured circles sit above the green circle. If a child shows one of these behaviours they move to that circle. Children can move between these circles throughout the day. These behaviours will be reinforced by the principal at assemblies with class groupings.

There are three circles below the green circle which are used when 'Our Golden Rules' are not followed, 'warning - yellow', 'work alone - orange' and 'lose time - red' from a preferred activity. Children can move down the rainbow to warning but once good behaviour is shown they move back to the green circle. If 'golden rules' are not followed more than once the child moves to the next circle below but again can move back to the green circle when good behaviour is shown. The aim is that every child is on green or an agreed good behaviour circle at the end of the day.

Parents are informed if there is a repeated behaviour that is causing the child to move to the 'sanction' section of the Rainbow chart. If a child is on the red circle, teachers will make the parents aware of the reason for this at the end of the school day either by speaking with them in person, by phone or through a notification on the Aladdin Connect App.

If a child is continuously on the red circle or a teacher is concerned about a child's misbehaviour he/she may seek advice from the principal. The principal may decide to speak with the child on a one to one basis to discuss these behaviours. Parents will always be informed if the principal has spoken to a child about misbehaviour.

## Rainbow System

	(pink)	An agreed good behaviour
	(blue)	An agreed good behaviour
	(green)	<b><u>Expected Behaviour</u></b>
	(yellow)	Warning
	(orange)	Work alone
	(red)	Lose time

### Safety in the Yard:

- Play safe games;
- Polydrons can only be used under the shelter in the garden yard and under the shelter in a straight line to the fence in the car park yard;
- **No football (exception 2nd class in the 3rd term);**
- No children are allowed to touch or go behind the fences;
- No children are allowed to touch or go behind the sheds;
- No toys/card swapping allowed;
- Move at a safe pace;
- Freeze on the bell or whistle;
- Line up properly;
- Keep off the grass, unless the yard teacher says otherwise;
- Make sure your laces are tied;
- Make sure that you go to the toilet before going to yard.

Children are rewarded on yard if they show kindness, working together in games, problem solving and inclusion of others. Teachers reward the children verbally to the child, reporting positive behaviour to the class teacher and through stickers.

If a child is not following the 'Safety In the Yard' rules, they are given a warning. If they break the rules for a second time they will be 'Stop and Think'. The child will be asked to explain their behaviour and at times, when appropriate, take some time out of yard (2 - 5 minutes) to think about how they can improve their behaviour. They then rejoin their peers. Teachers will note the incidents in their yard notebook.

If a child has to 'Stop and Think' more than once in one yard period they will miss time on yard the next day. This is noted in the teachers yard notebook. If the child has more than one report in the yard notebook they will miss time from yard the following day. This will be reported to the Principal/Deputy Principal and the child will bring work to complete while being supervised by the Principal/Deputy Principal in her office or appropriate place. Parents will be informed at the end of the school day verbally, by phone or through the Aladdin Connect App.

## **Safety in School:**

- Walk on the footpaths, never in the car park;
- Line up safety with an adult in the morning;
- Keep off the railings around and within the school grounds;
- No running or hanging out of railings, ramps or steps around the prefab;
- Hang up coats on the coat racks outside the classrooms;
- Store your school bag under the table;
- Keep your belongings inside your school bag;
- If you drop something pick it up;
- If you spill something ask an adult to help you clean it up;
- Sit properly in your chair;
- Stay in your own seat unless your teacher tells you otherwise;
- Tuck your chair in if you leave your seat;
- Move safely around the classroom and school building;
- At home, wait with the teacher until you see who is collecting you. Never go home on your own.

## **Procedures - Implementing the Code of Behaviour:**

The degree of misbehaviour i.e. minor or serious, will be judged by the teachers and/or Deputy Principal or Principal based on a common sense approach with regard to the gravity and frequency of such misbehaviours as follows:

### **Some examples of minor misbehaviours:**

- Interrupting class work;
- Being discourteous/unmannerly;
- Leaving your seat in class repeatedly without permission;
- Constantly running in school building;
- Leaving seat without permission at lunch time;
- Leaving litter around school.

### Steps to take for minor misbehaviours

1. Use of the 'Rainbow Chart' to remind pupils of the desired behaviours expected of them;
2. Praise for any improvement in behaviours and moving back to the 'expected behaviour' circle on the 'Rainbow Chart'
  - a. Each child will have a green token attached to their desks. If a teacher gives a warning she will change the counter to the different colours of the warnings. If the child's behaviour improves the teacher will change the counters back to the green 'expected behaviour' counter.
3. Reasoning followed by warning issued by class teacher as per 'Rainbow Chart'.
4. Temporary separation from peers to the 'work alone' circle of the 'Rainbow Chart'
5. Loss of privilege (Preferred Activity/Golden Time/Activities/Toys)
6. Children in Second Class will keep a record of their own behaviour on the 'Rainbow Chart' Record Card;
7. Teachers will keep a written record of recurrent behaviour that is a cause for concern.

### **Examples of serious misbehaviours:**

- Constantly disruptive in class.
- Deliberately injuring a fellow pupil/ staff member.
- Using unacceptable language.
- Bullying. "Bullying can be defined as repeated aggressive behaviour of a verbal, physical or emotional nature. It may be carried out by groups or by an individual and can take place anywhere. It can be

hurtful, painful, harmful, distressing and frightening" (Stay Safe, 2021). Damaging school or other pupils' property.

- Stealing.
- Leaving school premises during school day without permission.
- Telling lies.
- Racist/Homophobic language.

It should be noted that these lists consist of examples only. They are not meant to be a totally comprehensive list of misbehaviours.

#### **Examples of steps to be taken when dealing with serious misbehaviours:**

- Class teacher will speak to the pupils parents to inform them of reoccurring misbehaviours and will seek the advice the Principal or Deputy Principal;
- Due to the age of the pupils of the children in Scoil Maelruain Junior every effort will be made to provide children who are struggling with serious misbehaviours with support. To do this a specific 'Behaviour Plan' will be put in place, to tackle these behaviours. Targets on these specific 'Behaviour Plans' may include increased SPHE lessons both individually and for the class, specific targets to improve behaviour, support targets for parents to help improve behaviour in school and support from outside agencies;
- Team approach to supporting children with behavioural issues: Class teachers will work with Support Education Teachers, Leadership Team Mentors and Senior Leadership when developing support plans. A team approach will be adopted to discuss supports that can be put in place to support the child and the teacher with behavioural needs.
- A child who is a risk to his/her own safety or the safety of others will be removed from the room to the care of appropriate staff, the Principal or Deputy Principal.
- Send to Principal/Deputy Principal.
- Principal makes contact with or meets with one/both parents.
- The Chairperson of the Board of Management informed and the parents requested to meet with the Chairperson and Principal.
- Referral by the Chairperson to the Board of Management as appropriate.
- In the event of persistent, serious incidences and despite all intervention, the Board of Management reserves the right to follow: Suspension in accordance with the terms of Rule 130 (5) of the Rules for National Schools. Expulsion, this will only be considered in an extreme case in accordance with Rule 130 (6). These procedures are in line with the statutory requirements of the 1998 Education Act.

#### **Children with Special Educational Needs**

In accordance with the Education for Persons with Special Educational Needs Act 2004, we are an inclusive school who takes into account the needs of children with SEN. For that reason teachers are mindful of the needs of these children and will adapt the Code of Behaviour and its expectations in line with the needs of the child. The expectations for each individual child may change when Class Behaviour Agreements are made taking into account and understanding the actions of children with additional needs. These expectations are shared with parents and teachers, especially in the context of yard and wet day playtime, so that there is an understanding of these expectations for specific children with additional needs.

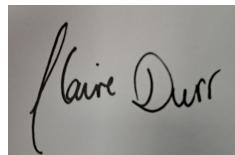
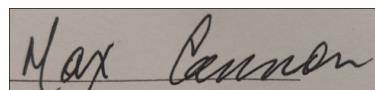
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All efforts will be made to ensure that pupils in the school are enabled to behave appropriately to ensure the child's own wellbeing and that of the wellbeing of other children in the school. On rare occasions Risk Assessments are made for individual children and classroom evacuation plans are put in place to ensure the safety of the other pupils and staff in the room.

\*This policy will be brought to staff at our annual Croke Park training day and to the Board of Management meeting in September 2023 and again September 2024. Staff will look for the Board of Management approval to use this 'Draft Code of Behaviour Policy' for a number of months in order to assess the effectiveness of the changes we are putting in place. Parents will be informed of the proposed changes and their trial period and the policy will be available for parents to view in its draft form on the school website.

Consultation will take place with the Parents Association, Parents, Staff and Board of Management after the trial period, most likely term 2, before being fully ratified.

Current version is a complete revision of the policy and is in draft form. It will be ratified in the second/third term of 25/26 to allow for staff to use it and make appropriate changes if necessary. The Board of Management has sanctioned this.

A photograph of a handwritten signature in black ink on a light grey background. The signature reads "Claire Durr".A photograph of a handwritten signature in black ink on a light grey background. The signature reads "Max Cannon".

Claire Durr, Principal

Max Cannon, Chairperson Board of Management

This draft policy will be available on the school website and through the office.