

Positive Behaviour and Discipline Policy

The aims of the Code of Behaviour of Scoil Eoghain are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

Scoil Eoghain is a Roman Catholic School (established in connection with the Minister of Education) which aims at promoting the full and harmonious development of all aspects of the pupil as a person: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. The school models and promotes a philosophy of life inspired by God and in the life, death and resurrection of Jesus Christ. Scoil Eoghain provides Religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the Catholic Faith. The school has regard to the principles of a democratic society and has respect, and promotes respect for the diversity of values, beliefs, traditions, languages and ways of life in society in accordance with section 15 of the Education Act, 1998.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, *emphasise positive behaviour* and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded.

According to the policy, children are awarded points using an age appropriate system. Children are to aim for a minimum of ten points weekly, this will earn access to **golden time** which will be on a **Friday from 2:00 to 2:45pm (1:00 to 1:45pm for infant classes)**. It will be at the teacher's discretion how this time is used. Anyone who achieves less than ten will be supervised elsewhere whilst golden time is taking place within the classroom. Children may achieve more than ten points and the highest within each room will be 'star/pupil of the week'. These nine children shall be entered in a draw. This is to reward children for excellent behaviour.

A child who misses three golden times in a term will not be permitted to go on the end of term trip/treat/excursion.

Teachers are encouraged to follow these set times within reason, therefore all classes having golden time at the same time.

To have the desired effect, it is imperative that all teachers agree to run the policy

General Guidelines for Positive Behaviour

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to be wearing complete uniform, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present work neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

Bullying

Bullying is defined as: repeated verbal, psychological or physical aggression by an individual or group against others over a prolonged period. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

Strategies/Incentives

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Award points.
- Delegating some special responsibility or privilege.

- Written or verbal communication with parent.
- Class treat (tour, visit cinema, bowling, walk to local park/playground, library excursion etc). One per term.

Discouraging Misbehaviour

The purpose of sanctions and other strategies is to promote positive and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These 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 extra work./reflective log.
- Loss of privileges. (e.g. exclusion from incentive day, golden time, class outings/tours etc).
- Detention.
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Internal suspension.
- 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).

An instance of serious or gross misbehaviour may skip the initial sanctions.

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

Suspension/Expulsion

Before serious sanctions such as suspension or expulsion are used, where possible the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. A written letter will inform the severity of the behaviour issue.

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, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour. Immediate suspension will apply if a member of staff or pupil is physically attacked.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested 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 relevant members of the school community. They will consider 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.

School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.05 a.m. or after the official closing time of 2.55 p.m. (infants 1:55 p.m.) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- 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, 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 school work 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 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/code of conduct.

Encourage children to have a sense of respect for themselves, others and for property.

Parents are expected to:

- Ensure that children attend 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.
- 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 their child's progress/behaviour.
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be courteous towards pupils and staff.
- Make an appointment to meet with a teacher/the Principal through the office.
- Respect school property and encourage their children to do the same.
- Label pupil's coats and other personal property
- Strictly supervise pre-school children, when in the school.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal/folder (infants do not have a homework journal, please check bags/folder for notes).
- Letters/notes from school to home and from home to school.
- School notice board.
- Newsletters/school web-site/e-mails.
- Class Dojo.
- Text A Parent service.
- There is also regular communication via the Home School Community Liaison teacher and where appropriate home visits will take place.

Review

The Policy was developed and is being implemented by all teaching staff and future developments for change will be discussed during staff meetings.

The principal will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings.

Review Timeframe

January 2022

Ratification and Communication

Board of Management.

Date; _____

Chairperson Signature: _____