

Scoil Áine Naofa
Loreto,
An Uaimh,
Co. na Mhí.



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St. Anne's Loreto Primary School

Positive Behaviour and Discipline Code

Review December 2020

Rationale

This is a working document which is designed to enhance the development of positive relationships between pupils, staff, parents and members of the wider school community to enable all students reach their full potential.

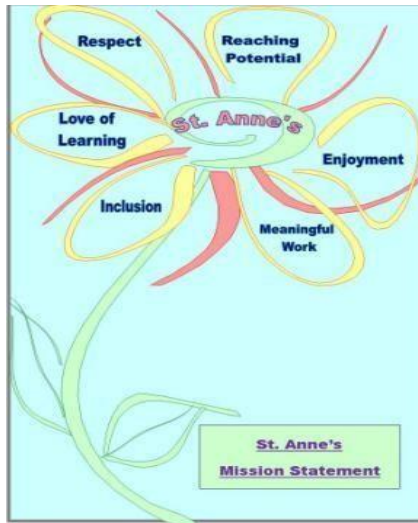
It reflects the practice within the school. Its fair and consistent implementation is the responsibility of all staff.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

The code of behaviour provides support to promote high standards of achievement and behaviour and clearly stated responses and consequences for inappropriate behaviour.

The code of behaviour reflects the school Mission Statement.



All members of the school community are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

All students are expected to:

- Actively participate in the school's education programme
- Take responsibility for own behaviour and learning
- Respect themselves and others
- Respect their own property, school property and other people's property
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

Parents and Guardians are expected to:

- Show an active interest in their child's education and progress and co-operate with the school to achieve the best outcomes for their child.
- Initiate and maintain constructive and respectful communication and relationships with school staff regarding their child's learning, well-being and behaviour.
- Appreciate the open door policy afforded to them to make appointments to speak to staff/teaching staff when free from classes.
- Contribute positively to behaviour support plans that concern their child.
- Ensure that children attend school. After 10 days absence parents are notified in writing by the school. A further written reminder is issued after 15/20 days absence. Following 20 days absence the Education Welfare Officer will be notified.
- Ensure that children are clean, in uniform and have a healthy lunch.

- Assist appropriately with homework. If homework is undone, teacher will allow a 2nd night to catch up. If still undone without good reason, detention is awarded on Thursday.
- Make an appointment with the class or special education teacher to discuss any issues or concerns they may have.
- Only take family holidays during holiday time.
- Communicate via the school journal or school office during school hours only i.e. 9.15am – 3pm.

** Please note these expectations may no longer apply/vary during the CoVid 19 pandemic. Further details may be found in our “CoVid Back to School Plan”.

School Rules

The school rules are displayed in all classes and are understood by all children. The School Mission Statement is on display in all rooms and on corridors around the school. Assemblies and circle time are used to revisit and re-teach these rules.

- Wear the correct uniform according to the activities guided by the teacher.
- Remember: **Only one ring and stud earrings.** Necklaces are discouraged on Health and Safety grounds.
- Come to school every day and arrive on time.
- If absent, provide a written note (template available in student journal). These will be retained as a record.
- Keep your hands and feet to yourself. “Kind hands, Kind feet, Kind words”. “Stop and think” and “Include others” are the rules to which we remind pupils to adhere.
- Be kind and helpful to each other
- Do your homework. **Homework journals/homework sheets to be signed daily.**
- Follow the healthy eating guide.

Absences/Punctuality.

Your child’s education is a daily priority for the staff of St. Anne’s Loreto P.S. The teaching and learning scheduled for each day will never be revisited to the same extent as it is in the first instance. **Therefore we urge you to keep absences to a minimum and, if unavoidable due to serious illness or urgent appointment, always need to be followed with a signed/dated written note from the parent.** Parents are asked to complete an explanation for their child’s absence on the Aladdin Connect Absence tab on their App. In addition there is also a Return to School Declaration that should be completed on the App when their child is returning to school. This advises the school that there is no risk of transmission of infection attached to the child returning to class. **Any absence notes are kept on file to show to the Education Welfare Officer (EWO) during her regular visits.**

All absences are recorded on the Aladdin schools system. These absences are compiled and included on the child’s annual school report.

The Board of Management authorise the Deputy/Principal to notify the parent/s in writing of absences reaching 10 days. This is intended to remind you of your obligations in this regard to present the child for school and avoid gaps arising in their learning. Our wish is that the absences will reduce or stop altogether. If not, a further written note issues at 15 days absence and finally again at 20 days. Then we contact the EWO of the case highlighting the pattern that has emerged. She records the notes gathered from all parties concerned and will contact the parents directly.

***Please note that during the CoVid 19 pandemic we are guided by HSE advice and therefore our normal procedures regarding absenteeism will not apply.**

Punctuality coming to school in the morning is also a concern and collecting your child early from school without good reason. These details are recorded by the teacher on the database and are evidenced in hardcopy via our sign in/out book in the foyer area.

All late arrivals / early departures are recorded on the Aladdin schools system. These late arrivals/early departures are compiled and included on the child's annual school report.

School Uniform

The school uniform consists of:-

Boys Navy Trousers, Pale Blue Shirt, Tie, Navy V-neck Jumper.

Girls Navy pinafore, Pale Blue Shirt, Tie, Navy Cardigan/Jumper, Navy or White socks or tights.

There is also a special PE Tracksuit and T-shirt which may be worn on PE days.

During warm weather pupils are permitted to wear plain navy shorts as part of their school uniform. **Denim shorts are not permitted as are 'short' shorts.** We recommend mid-length shorts for all pupils' comfort.

Footwear: Suitable safe footwear. Runners must be worn on PE days.

Jewellery: **We permit very discreet jewellery.** Any items which infringe school regulations may be confiscated and handed back to the parent/s at the end of the day on the understanding that the item is not to re-appear.

Hair: We aim to ensure that all children have clean healthy hair. Parents / Guardians are asked to check their child's hair on a regular basis and treat hair if necessary. Children with long hair are advised in the interest of Health & Safety and good hygiene to have it tied back during school hours.

Your child's hair has a natural beauty, texture and colour. As they are still children and looking to us adults for good example for this age/stage, their hair should remain natural during their Primary School years. Therefore we discourage the use of highlights and hair colourants and ask you to ensure that all children are allowed to remain as children in this regard.

Parents are asked to ensure that children come to school in full (correct for the day) uniform each day. Please put names on all items, also on lunch boxes, flasks, etc. The school accepts no responsibility for the loss or damage of personal belongings.

Acceptable Behaviour

As outlined in the school rules displayed in each classroom and policies and reflected in our mission statement.

Children are expected to observe the following and may be rewarded for:

- Determination to attend school most every day of term.
- Significant improvement in homework/ class work
- Exceptional homework/ class work
- Good behaviour when others may be misbehaving
- Being particularly kind, helpful or considerate
- Sharing
- Work that is over and above what is required
- Conducting positive actions without being asked, using own initiative.
- Displaying Fair play
- Musician of the week etc
- Mathematician of the week etc
- Star poet/ writer/ speller etc
- Gaeilgeoir na Seachtaine

This list is not exhaustive

A system for promoting positive behaviour

Each teacher will devise a class reward strategy for achievement and positive behaviour in the classroom. Assessment for Learning (AfL) strategies are used by all teachers,

Motivation strategies

In Class

- Work of the week/worker of the week/student of the week/ Gaeilgeoir of the week etc.
- Daily evaluation: *What have we done well today? What can we do better tomorrow?*
- Class reward system:
 - Jar/tick chart
 - Aim to get 100 ticks or stickers to earn a class treat e.g. extra PE; music; art; drama; Golden Time; DVD; no homework etc.

- These rewards can be given at stages as the children work towards target e.g. 100, 200 etc.
- Coloured peg behaviour chart with agreed behaviour identified.
- Superman signs – “S” is for silence.
- Fuzzy jar – when teacher sees good behaviour places pom-pom in jar. When full whole class gets a reward, e.g. golden time, DVD, etc.
- Class rules made by children at beginning of the school year.
- Thumbs up.
- Traffic lights, etc.
- Homework passes
- Red/Green cards/ Class Dojo points.

In School

- Photographs of children at work
- Acknowledgement of academic achievements in assembly
- Children as aides and coaches
 - Reading Recovery
 - Paired Reading
 - Paired Mathematics
- Homework passes

Unacceptable Behaviour

Breaching the school rules and policies

- Not adhering to iPad rules
- Talking/ shouting out of turn
- Incomplete homework
- Incomplete class work, not engaging, refusals
- Inattention
- Repeated failure to bring in materials
- Bad manners
- Not keeping hands, feet, teeth, bags, pencils etc. to oneself.
- Bad language
- Name calling
- Not being honest, polite, respectful, helpful or co-operative
- Not moving around safely and quietly
- Failing to respect school property or the property of others.
- Repeated talking /shouting out of turn.
- Talking aggressively or rudely to Teachers / SNAs, student teachers, school staff, visitors and other pupils.
- Causing a non-accidental injury to another person.
- Repeated* bad language, name calling and showing disrespect to others.
- Failing to respect school property or the property of others.
- Inciting other children to behave in an unacceptable manner.

- Truancy; that is, deliberately absenting from school unbeknownst to their parents/school staff.
- **Cyberbullying**: Where this behaviour happens during school hours.

Where this Behaviour Happens During School Hours:

- **Personal Intimidation**: This behaviour includes sending threatening SMS messages, posting abusive and threatening comments on the victim's profile or other websites, or sending threatening messages via any social media / digital platform.
- **Impersonation**: This behaviour involves setting up fake profiles and web pages that are attributed to the victim and it can also involve gaining access to someone's profile or instant messaging account and using it to contact others while impersonating the account or profile owner
- **Exclusion**: This behaviour involves blocking an individual from a popular group or community such as a school or class group on a Social Network site, deleting them from friendship lists, and/or using 'ignore functions'
- **Personal Humiliation**: This behaviour involves posting images or videos intended to embarrass someone, it can involve users sharing and posting images or videos of victims being abused or humiliated offline, or users sharing personal communications such as e-mails or text messages with a wider audience than was intended by the sender
- **False Reporting**: This behaviour involves making false reports to the service provider or reporting other users for a range of behaviours with a view to having the user's account or website deleted

This list is not exhaustive

* **Repeated** meaning three incidents of misdemeanour ("**3 strikes and you're out**")

Suite of graded consequences for unacceptable behaviour

- The timeframe for this is one day
- Ignore attention-seeking behaviour where possible
- Punishments cannot be indefinite
- Rewards and consequences must be separate

The following is a menu of actions from which the teacher will choose, using their discretion and professional judgement regarding the misdemeanour and the circumstances involved.

- Look
- Proximity
- Oral warning (Reasoning, reprimand)
- Egg timer (away from desk) at teachers discretion
- Extended time out. (Child continues with class work. Duration: approx 20 minutes or until the next break, whichever is shortest) □ Communication between parents and teacher.
- Removal of child to another room for a definite length of time.
- Referral to principal.

- Suspended from the yard for a specific duration.
- Communication between parents/teacher and principal
- Consequence sheet (select most appropriate to behaviour and child)
- Removal to another class for one full day (with work)
- In school suspension: Opportunity for Reflection. Parents to be informed of this.
- Suspension (see Suspension and Expulsion Policy)
- Expulsion.

A significant effort on the part of the child to improve their behaviour during the day may result in a fresh “start”.

If a teacher has tried several of the above actions with the child in an effort to remediate the challenging behaviour on a number of consecutive days/episodes or regularly over a short period of time, the teacher and principal will need to meet with parents. If there is no or little improvement an individual behaviour plan (IBP) will be implemented.

If a consequence sheet is not signed, the class teacher will contact the parents who will be asked in to sign the sheet.

If the Teacher/ Principal deem that the nature of the behaviour warrants prompt, direct attention, the above steps will be disregarded and the child will be put on in-school suspension or suspension or expulsion depending on the severity of the behaviour.

Bullying

Please refer to Anti-Bullying Policy

Break time, lunch time and the yard

In Class

- Children must stay in their seats. Children ask permission if they need the bathroom.
- *There are 6th class minders for infants to 5th class who are briefed on their duties as monitors by the principal for general guidelines & additional specific classroom guidelines by the teachers.
- A system is in place for the children to have *Rainy day activities*
- * Bathroom passes are currently in use at teacher’s discretion.
- Children who engage in disruptive behaviour will be put sitting outside the classroom in the corridor or may be sent to the office (having ensured the Principal is present).
- A teacher is on duty to supervise in accordance with the Yard Duty rota.
- Uneaten lunches are expected to be brought home.

* Due to the Covid 19 pandemic such arrangements are suspended at the present time.

In Yard

- Children must go directly to yard, walking in single file on the right-hand side, facing forward.
- They may not go back to the class unsupervised.
- Children must ask permission to go to the toilet.
- Children must keep toilet area clean and leave this area as they would wish to find it.
- Children have access to hula-hoops, skipping ropes and balls depending on the yard/day.
- There is a time out area in each yard – a bench is painted red.
- In the event of an emergency two children are sent to the staffroom to inform the staff that there is a need for back-up.
- SNA and Teacher on yard takes a bell to the matching yards when on duty.

Return to class after break.

The pupils ‘freeze’ on hearing the first bell.

The teacher on yard duty rings the bell a second time to line up:

1. The children freeze
2. The children walk to their lines (sent back to the end of the line if running, shouting etc)
3. The children stand quietly in their line
4. Motivational strategies are used in each yard to encourage positive behaviour.
5. The Electric Bell rings in accordance with the recreation break times.
6. Children are assigned places in the line from 1st class up. Infants at teachers discretion.

Teachers need to be mindful of time keeping, to ensure that children are not left standing for too long and colleagues compromised if an incident occurs.

* Please note the procedures for lining up do not apply during the CoVid 19 pandemic.

Procedures for dealing with incidents in the yard

1. Oral warning.
2. Time out for 2 minutes for children in the junior yard in the time out red zone.
Time out for 3 minutes for children in the middle yard in the time out red zone.
Time out for 5 minutes for children in the senior yard in the time out red zone.
3. If disruptive behaviour continues increase length of time out in the red zone.
4. Inform class teacher/ record it in “yard interactions” diary.
5. If a child persists in engaging in inappropriate behaviour in the yard, further action will be taken depending on the situation. This may include following discussions, parents taking the child from school during lunch time or child staying in another yard (1st to 6th). In addition identifying a zone of reduced space within which to play in the yard for a period of time may be used. This will be reviewed with the purpose of extending the space as the behaviour improves.

Procedures for dealing with serious incidents in the yard

1. Send two children to the staff room to get adult support
2. Remove child from the area for the rest of the break
3. Inform class teacher and principal
4. Record the accident in the accident book in the staffroom on that same day. The Yard Duty teacher should ensure that the class teacher is informed of any event (re. a child in their class) being recorded in the accident book. Class teachers must communicate any accidents that occurred during school time to the person collecting/communicate the issue by phone/written note if parent unavailable.
5. Any incident of note to be recorded in the 'Yard Interactions' diary. Teachers should take the opportunity to check the entries here regularly to ensure they are aware of any patterns emerging/developing issues.
6. Follow the procedures set out below for dealing with serious incidents.

Serious Incidents

A serious incident is an event which:

- Causes disruption to the running of the school
- Creates significant danger or risk, that could traumatically affect individuals within the school
- Impacts on the school's effective operation.

Examples include:

- Disrespect or continuous defiance towards or harassment of any pupil, staff member or any member of the school community.
- Obscene, abusive language
- Cyberbullying. (See Anti-Bullying Policy)
- Possession, use or supply of prohibited substances, e.g. alcohol, cigarettes, drugs in the school or on school related activities
- Vandalism or destruction of school property or the property of any member of the school community.
- Continuous disruption of learning, having a negative effect on other students
- Truancy and leaving school premises without permission
- Damaging the good name and reputation of the school
- Stealing
- Fighting, physical assault or possession of offensive weapons
- Lifting/moving chairs/tables in an aggressive manner and thus causing anxiety to other pupils.

Procedures for dealing with serious incidents

1. Removal from the situation and allow calming down time when appropriate.
2. Talk with the child and record the details noting time of incident and who else was present
3. Ensure class teacher, principal, parents and Board of Management are informed as soon as possible. The Gardaí, Tusla and Health Service Executive - Child Protection Services may also be informed depending on the nature of the incident
4. Meet with parents and child and if warranted and agreed send child home. (suspension)
5. Record what occurred and the procedures that were followed.
6. Further age appropriate sanctions include in-school suspension, removal from school by parents during lunch time, withdrawal from yard for break time and lunch, all for a defined period of time depending on the severity of the incident and in consultation with the child's parents.
7. Hold a further meeting with parents and principal to discuss expectations of the child's behaviour and if necessary implement an IBP.

Please refer to the School Policy on Suspensions and Expulsion

Additional support for children with Behavioural, Emotional and Social Difficulties

It is essential to identify children who pose challenging behaviour early on and address the situation with parents/ guardians. A staged approach will be implemented. This must be timed and monitored regularly. Strategies need to be reviewed evaluated and changed if necessary. This is in line with *Behavioural, Emotional and Social Difficulties- Guidelines for Teachers*, a support document for teachers.

The school may make reasonable adjustment to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual needs.

Stage 1

In Class: Meeting with parents/guardians and child (if age appropriate) to identify targets to be worked on in a given time-frame. e.g TATTs.

Stage 2

Involvement of Special Education Teacher: Developing a behaviour plan (IBP) with child/parents/the class teacher and a member of the Special Education Team. A social skills programme may be necessary at this stage. On an ongoing basis, the child may discuss their behaviour targets with the class/special education teacher personally to facilitate progress.

Stage 3

Involvement of outside agencies: The school will work in partnership with agencies such as National Education Psychological Services (NEPS), Child and Adolescent Mental Health Services (CAMHS) and Springboard.

The school may also consider the involvement of Tusla.

Amendments to Behaviour Policy during CoVid-19 Epidemic

Pupils and parents have a personal responsibility to familiarise themselves with food hand hygiene, good respiratory etiquette, restrict their movements as directed, cooperate with all staff and to maintain a physical distance from others.

In light of the need for children to commit to behaving differently, and to follow specific protocols on their return to school during the Co-Vid19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow to ensure the health and safety of the school community. **Our guiding principle when making any changes of adjustments to this policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.**

These amendments will be communicated to parents and staff via our CoVid Plan. Children received explicit, child-centred, age appropriate lesson on the expected behaviours as they return to school on 28th August 2020.

Behaviour Expectations

- Amended expectations about breaks or play times, including where children may or may not play.
- Coughing or spitting at or towards any other person will not be tolerated and will be taken very seriously by both teacher and principal.
- Clear rules for pupils at home about conduct in relation to remote education should this need to arise at a later date.

School Routines and Procedures:

- Following any altered routines for arrival and departures.
- Following instructions on remaining in class bubble while on yard, and within class pod while in the classroom.
- Moving around the school as per specific instructions (remaining 2m behind the person in front, standing on floor stickers, etc.)

- Rules about sharing any equipment or other items including drink bottles.

Hygiene and Health Expectations

- Following school instructions on hygiene, such as hand washing and sanitising.
- Expectations about sneezing, coughing, tissues and disposal (“catch it, bin it, kill it”) and avoiding touching your mouth, nose and eyes with hands.
- Tell an adult if you are experiencing symptoms of coronavirus.

Breaches of these protocols will be treated seriously and in line with our Code of Behaviour.

This Policy was ratified by St. Anne’s Loreto Primary School, Board of Management on 17th December 2020

Signed: *Máire O’Donoghue*
Chairperson of Board of Management

Signed: *Clodhna O’Bri.*
Principal

Date: 17th December 2020

Date: 17th December 2020

Date of next review: January 2022

Appendices

Classroom Management Tips

Activities to prevent disruptive behaviour □

Reduce written work load / homework.

- Walk / Movement break in the day, e.g. send the child on a message with a second child.
- Proprioceptive exercises.
- Change topic.
- Sing song.
- Deep breathing.
- Oral language/ mathematics games.
- Tactical ignoring.
- Drop Everything And Read (DEAR).
- Praise children in close proximity and often.
- Work sheet.
- Quiet time.
- Check understanding.

Relaxation and Calming Techniques

- Place thumb across palms, make a fist and squeeze tight
- Flick fingers against thumb
- Drop arms down beside the body and shake
- Sit on hands and rock gently from side to side
- Clasp hands and apply pressure to crown of head
- Stretch arm up alongside ear. Hold with other arm and press in and out
- Lazy eights
- Place hands in prayer position and push
- Give yourself a hug
- Busy breaks
- Perceptual Motor Programme.
- BrainCalm Programme.

For children with sensory issues or ADHD

- Walk/ movement break
- Heavy work like sweeping, lifting chairs, holding fire doors, cleaning
- Weight on lap
- Fit ball or peanut ball activities
- Body skating
- Cross crawls
- Army crawls
- Jumping jacks
- Wall press-ups
- Full body stretch

Suggested Approach to Deal with Regularly Incomplete Homework

Homework is engaged as a positive routine to practice elements of the daily lessons covered. This lends itself to progress the child's learning at a staged pace the following day, facilitating the child to build their learning foundations formed from previous experience and practice. Each child has a homework tracker. For every day that child has homework completed, they fill in one box green, if it is not completed they fill it in red.

Monthly tracker

Full month = homework pass

Each teacher adds at their discretion.

(The homework pass may not include homework given by the SET teacher, consultation between class and SET teacher is needed.)

- If children do not do homework they must explain themselves and the reasons why.
- Teacher writes note in the homework journal and parent to sign.
- If the child repeatedly misses homework their parents are contacted to explain.
- Teacher will allow a 2nd day for the child to catch up on missed homework. If it's still undone without good reason, detention (3rd class up) will be awarded on Thursday.
- Homework club is strongly suggested to parents to offer additional support to the child in this event.
- Class earns the class reward at teacher's discretion.
- Homework must be given in line with The Homework Policy and all teachers must keep in mind the needs of each child and assign differentiated homework if appropriate.
- Occasionally, the teacher will ask the children how long their homework is actually taking them and take this into account when setting homework time and clarify this with the children's parents.
- The teacher will allow adequate time (re: project work) when setting homework for that night.
- "Active Homework" is very beneficial for the wellbeing of the child, e.g. cycling, trampoline, games in back garden, etc. and will be assigned at teacher's discretion from time to time.
- Undone homework may be requested to be completed at the weekend. This is at the teacher's discretion as to the genuine reasons as to why the homework is undone in the 1st place. If such homework is still undone on the following Monday, detention will be awarded on the Thursday unless a satisfactory explanation is received from the parents and accepted by the staff as totally unavoidable.

This list is not exhaustive.

Useful Strategies to help children who pose challenging behaviour

- Visual timetable
- Egg timer
- Tracking behaviour- *Antecedent, i.e. what came before the behaviour; The Behaviour, Consequence of Behaviour. (A.B.C)*
- Tactically ignoring behaviour
- Use of distractors e.g. sensory toys/aids.
- Language - Do's versus Don'ts
- Allowing the child to have choices and to choose 1 of 2 activity options designed by the teacher.
- Discussion with child
- Meeting with parents
- Review environment and change if necessary
- Variety of think sheets, behaviour reflection forms
- Target/ goal sheets, in consultation with child
- Monitor and review
- Need for Social Skills Programmes
- Individual Behaviour Plan
- NEPS advise/intervention
- Member of SET to consult with child weekly regarding progress
- Tiny Achievable Tickable Targets (TATTs)/ Tick charts
- Movement breaks as appropriate

See Behavioural, Emotional and Social Difficulties- Guidelines for Teachers

Activities for Senior Pupils

- Painting yards
- Reading with younger pupils
- Pairing with class teacher to do jobs, help with class
- Helping the caretaker
- Stamping and sorting books
- Auditing resources
- Extra sports activities, teams, tournaments, outdoor adventure activities
- Individual/ group project work related to own interests
- Development Education Project
- Student council/gardening club/ 'Green School' initiatives
- Assisting in the rota for "mindings" duties
- Assisting in the rota for yard games with younger pupils (blue & black yards)