



St. Joseph's Junior School

Code of Behaviour

Reviewed February 2022

Aims

The aims of the code of behaviour are:

- to create an atmosphere that encourages good behaviour
- to ensure that pupils feel happy and safe at school
- to set high expectations for good behaviour
- to create a happy and safe place for teaching and learning
- to encourage students to take personal responsibility for their behaviour
- to build positive relationships and respect among students, parents and staff
- to ensure the standards are clear, consistent and widely known and understood
- that pupils, parents' and staff see the code works in a fair way

Mission Statement

St Joseph's JNS is a Catholic school under the patronage of the Archbishop of Dublin. While it is a school with a Catholic ethos it has due recognition for pupils of all other faiths or of no faith. Our school motto "Everyone Matters" is inherent in everything we do. We are committed to creating a caring, supportive and respectful atmosphere at school where every pupil can achieve their full potential.

Our primary aim is to promote the academic, moral, physical, social and emotional development of our pupils appropriate to their age and abilities in a caring, safe and nurturing environment. The ethos of the school is reflected in our Code of Behaviour with the emphasis on respect for self, for others and for the environment. We commit ourselves to creating an ethos of care, concern support and respect throughout the school and we place an emphasis on the pastoral care of our pupils.

Roles and Responsibility

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, pupils and the parents/guardians of the pupils in St. Joseph's JNS.

Responsibilities of Board of Management

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

Responsibilities of Principal

- Promote a positive climate in the school.
- Ensure that the code of behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required.
- Organise appropriate staff training when necessary

Responsibilities of Teachers

- Support and implement the school's code of behaviour.
- Attend in-service training and CPD when offered in Teacher Classroom Management-TCM, Dina in the Classroom and any other Incredible Years programmes.
- Create a safe working environment for each pupil and affirm good work.
- Be courteous, consistent and fair.
- 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.
- Ensure that a class rewards system is in operation at all times.
- Access other specific training for behaviour management when required.
- Implement programmes as directed by school management in relation to behaviour management.

Standards of behaviour expected of pupils within the school

- Do one's best in class
- Attend school regularly and not miss days without good reason
- Arrive on time.
- Do not leave during the day without permission
- Respect all school property
- Wear the school uniform
- Show respect for yourself and others

- Avoid swearing, fighting and name calling.
- Listen to instructions given and do as requested.
- Participate in school activities
- Be willing to use respectful ways of resolving difficulties and conflict
- Keep the school tidy and litter-free.
- The use of good manners

Responsibilities of Parents/Guardians

Schools need the support of parents with regard to good behaviour and discipline. Parents can help their children in the following ways:

- Parents should provide their children with positive models of behaviour
- Children need boundaries and rules about behaviour. Talk to your child about school rules. They help make the school a safe place where everyone can learn and nobody feels left out or threatened.
- Ensure that your child attends school regularly and on time.
- Be interested in, support and encourage your child's school work.
- Co-operate with teachers in instances where your child's behaviour is causing difficulties for others.
- Ensure the school has up to date contact information for parents / guardians
- Ensure an ordered, structured day for your child with regular meal times and bed times.
- Check your child has all their needs for class i.e. books, copies pens, pencils, rubber, ruler, etc.
- Share information with the school in relation to any problems which may affect child's progress / behaviour.
- Behave in a respectful manner
- Do their best to engage with programmes used in the school for behaviour management when recommended by school management.

School Rules

The school's standards of behaviour describe the behaviour expected of all members of the school community, staff and pupils, parents/guardians and visitors. These values are put into practice through simple, clear and consistent school rules and routines which are built on:

- respect for yourself
- respect for others
- respect for your school

School Rules:

1. I come to school every day, on time and prepared.
2. I have respect for people and for property.
3. I do my best in class and allow others to do the same.
4. I behave in a proper manner around the school.

Yard Rules:

1. I keep my hands and feet to myself
2. I stay in my own yard
3. I line up as soon as the bell goes
4. I listen to and follow instructions from all school staff
5. I tell the truth (no tell tales)

Golden Rules:

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property
7. We are respectful

These rules are brought to the attention of the children through the class teachers on a regular basis and at whole school assemblies.

Behaviour that does not conform to one or more of these rules can be considered unacceptable.

The list of rules may vary slightly from time to time, depending on circumstances and as the need arises. For each rule we have certain expectations, and these are explained and taught to all pupils.

The success of the school's code of behaviour depends on consistency in the implementation of these rules. This will be achieved as follows:

- Teaching of the School Rules
- Rewards and Incentives for keeping the rules
- Prevention Strategies
- Sanctions for Breaking the Rules
- Modelling the standards
- Incredible Years

Promotion of the School Rules

All pupils are taught the School Rules when they start in Junior Infants and they are revised consistently throughout their remaining years in the school. Parents are given a copy of the rules at registration and they are encouraged and expected to talk to their children about the rules and to encourage their children to keep them.

Individual rules will be highlighted at regular periods and at assembly by the Principal for special attention.

The School Rules are promoted through the entire school community as follows:

- **Noticeboards**

The School Rules are displayed prominently in each classroom and on noticeboards throughout the school.

- **Assembly**

Assembly takes place once a week. It forms a valuable role in our whole school approach to developing self-esteem, promoting positive behaviour and effective discipline. Good work and achievements are highlighted, celebrated and rewarded. The school rules are emphasised and explained. Specific school routines for the classroom and yard are emphasised and explained. We celebrate kindness and promote acts of kindness at assembly also.

- **Incredible Years** posters and pictures in classrooms.

- **Newsletters to Parents**

A newsletter is sent to home twice yearly to inform parents of events taking place in the school. The school rules will be highlighted in the Newsletter and parents encouraged to reinforce these with their children.

- **PA Announcements**

- **Parent Information Booklet**

All Parents / Guardians are provided with a copy of the school's code of behaviour before registration as required by Section 23(4) of the Education (welfare) Act 2000 and the code of behaviour is on our website.

Parents are expected at registration to confirm in writing that the code of behaviour is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by the child.

Promoting good behaviour

Promoting good behaviour is the main goal of our code of behaviour. Our reward system acts as a positive reinforcement of good behaviour. Teachers will focus on and praise good behaviour rather than criticising poor behaviour. Teachers use rewards positively – once given, rewards will not be removed subsequently for unacceptable behaviour. We use the Incredible Years programme for behaviour management. In Junior and Senior Infants pupils learn through the Dina In The Classroom programme.

These are used to acknowledge and affirm good behaviour and good work and can consist of:

Individual Rewards:

- Pupil of the Week
- Certificate and picture on Noticeboard
- Homework pass
- Raffle tickets

- Dojo points
- Jobs
- Happy Grams to parents
- Stickers
- Treats from Principal's treat box

Whole Class Rewards

- Golden time
- Reward cards systems (green, orange, red and gold)
- Homework off
- DVD
- Hot Chocolate party
- Pizza party/Ice cream party
- Trip to local shop / Library / Park
- Cinema day (at school or Trinity Comprehensive cinema room)
- Yard disco
- Bus trip
- Pyjama party

Group Rewards within the Class

- Table of the week
- Dojo points
- Lucky dips
- Points/stars/marbles
- Cushions on chair (for group of the week)
- Hot chocolate
- Homework pass
- Golden time

Whole School Rewards

- Pupil of the week (assembly)
- Principal's award
- Cinema club
- Hot chocolate / Ice cream party
- Homework pass
- Extra toys for yard
- Bus trip

Prevention Strategies

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum is used to support the code of behaviour. It is delivered through Dina In The Classroom in

Junior and Senior Infants along with Walk Tall, RSE and other strands of the SPHE curriculum. 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. We generally aim to teach pupils the language they require to interact with their peers. The Aistear framework supports this.

Prevention strategies used in the school may include:

- Circle time (Jenny Molesly)
- Organised football, skipping and other activities at break time
- Carrying out useful tasks
- Helping in the school garden
- Time Out
- Therapies e.g. Art Therapy, Drama Therapy
- School Completion
- Support team
- Use of individual behaviour plans
- Role play in Aistear, SPHE and Dina in the Classroom
- Incredible Years

Additional Supports

Children with special needs may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some pupils manage their behaviour and to prevent them failing educationally. Such interventions could include

- Referral to another teacher or adult who can work with the student
- Individual Behaviour Support Plans may be devised in consultation with parents, class teacher, support teacher, learning support / resource teacher, NEPS/HSE psychologists. HSCL Co-ordinator and SNA. Professional assessments where available may inform and shape the plan.

Specialised Supports

A small minority of students may exhibit particularly challenging behaviour. The school, in cooperation with the student's parents will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), Art Therapist, relevant professional counselling services, SCP, HSE Primary Care Psychological teams etc.

Sanctions for Classroom Misbehaviour

The school strives to solve issues at the lowest level possible. Teachers encourage, support and show pupils how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour. (*See Appendix A for examples of behaviours*) We follow the Incredible Years model for managing challenging behaviour. * See diagram

We follow our phased approach for managing extremely challenging / unsafe behaviour. * See attached.

1. Dealing with Minor Issues

Where issues occur the class teacher may employ any of a number of strategies to respond to, or divert children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. These strategies may include:

- Gesture / Look / Whisper
- Distraction techniques (especially for younger pupils and SEN pupils)
- Tactical ignoring
- Carrying out a useful task in the school
- First and Then commands
- Planned teacher led options for choice (“you can do _____ or _____”)
- Catch pupils being good
- Rule reminder
- Teaching rule to class or class recitation of the rule
- Expressing disappointment or disapproval, or using humour.
- Change of place

Sanctions for Break Times and School Yard

The school yard is always supervised during breaks and the teachers in charge and SNA's on duty deal with problems that arise during play. The teachers record yard incidents and action taken in the Yard Book which is checked by the Principal / Deputy Principal and appropriate sanctions decided.

The emphasis is on promoting good behaviour and to support this we have yard toys / games for all classes. The yard rules are taught to pupils at the start of each school year by class teachers and during assembly and pupils are constantly reminded of them. We use the “Positive Interactions Strategy for Yard” framework for promotion and reinforcement of safe, appropriate social behaviour and consequences. See appendix C (Yard Rules & Routines)

A single incident of misbehaviour may be grounds for suspension.

School Trips and Outings

Pupil's behaviour on tours will comply with the standard set down in the school's code of behaviour. Where it is felt that a child's conduct would pose a safety risk or inhibit the educational benefit for self or others, the school management reserves the right to refuse the child permission to travel on school trips / tours / outings. Parents will be advised of this in advance.

Suspension

Only in exceptional circumstances will suspension be considered. Having regard to the values of this school, attempts will always be made to bring out the best in pupils and to discriminate between disapproval of wrongful actions and the value of each individual in the school community. (*See appendix D*)

Expulsion

The Board of Management has the authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal. Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil. (*See appendix E*)

When the code of behaviour applies

The school's code of behaviour applies during school hours, at all extra-curricular classes or events, at swimming classes, at all fund raising and social events organized by the school, on school tours, and at all events organised by, on behalf of, or in the name of St. Joseph's JNS whether during school hours or outside of school hours.

Bullying

In dealing with incidences of bullying behaviour, teachers have regard to the school's Anti-Bullying Policy and are drawn up in accordance with Anti Bullying Procedures for Primary Schools (2013).

Absences / Communication

The Education (Welfare) Act, 2000, Section 18, requires parents to notify the Principal of a school of the reasons for a child's absence. In compliance with these sections, the following procedures apply. For absences of pupils from school parents will let the teacher know or phone the school office or the attendance promoter upon the return of the child to school outlining the reason(s) for absence or contact the school in person or by phone.

The Education (Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a student is absent from school during a school year is 20 days or more. Additionally, Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child "is not attending school regularly".

Contact

Where any parent has a concern about any aspect of behaviour the school should be contacted either by phone, in person or in writing and the matter brought to the attention of the child's teacher or the principal/deputy principal as appropriate.

Review

Our Code of Behaviour will be next reviewed in December 2019.

Reviewed and revised by Board of Management 11th February 2022

Signed : Fr Ciaran Enright

Chairperson, Board of Management

Appendix (A)

Examples of Behaviours

Examples of minor misbehaviour include:

- Continuous talking.
- Inattention.
- Pushing and talking in the line
- Writing and passing notes
- Bringing food to the yard
- Being in wrong yard area
- Spitting on ground
- Interfering in others games
- Disrupting classes at windows on yard
- Chasing games
- Deliberate delaying while going to class lines on bell.
- Playing rough on yard
- Talking about “girlfriends/boyfriends” as this is not appropriate for children in a junior school

Appendix (B)

Examples of serious misbehaviours include:

- All minor misbehaviours when on a persistent basis
- Behaviour that disrupts the learning of others in class
- Refusal to do work
- Telling lies
- Slagging / Name calling
- Swearing / bad language
- Rough play
- Leaving the school / class without permission

Examples of very serious misbehaviour include:

- Persistent disruptive behaviour
- Persistent slagging / name calling
- Persistent defiance and disrespect.
- Hitting or other aggressive behaviour (unprovoked)
- Throwing objects that could cause injury or harm
- Racist / bad / inappropriate language deliberately directed at someone.
- Inappropriate harassment and bullying
- Uncontrolled behaviour
- Angry / aggressive play
- Fighting
- Deliberately spitting at another child
- Assault on a member of staff or pupil

Appendix (C)
Yard Rules and Routines

1. Pupils must play safely by keeping hands and feet to self
2. Pupils must obey the teachers at all times when out on the yard
3. Pupils must respect teachers, assistants and fellow pupils
4. Pupils must not use bad, rude abusive language to teachers, assistants or other pupils.
5. Pupils must not ever engage in aggressive /violent behaviour
6. Pupils are not allowed to go into the school at yard time unless accompanied by a teacher or assistant or have been given permission to by a teacher.
7. No electronic / mobile devices permitted by pupils
8. In the morning pupils should line up in their class lines.
9. Pupils must go to their lines promptly when the bell sounds.
10. Pupils must take a time-out when asked to by a teacher / other adult in charge.
11. Pupils must stay in their own yard area.
12. Pupils must line up in a quiet and orderly fashion.
12. Pupils must tell the teacher / SNA if something happens that hurts or upsets them.

Appendix (D)

Procedures for Suspension

The Board of Management has the authority to suspend a pupil. The authority to suspend a pupil for up to 3 consecutive school days has been delegated by the Board of Management in writing to the principal. The Principal is accountable to the BOM for the use of that authority.

A single incident of serious misconduct may be grounds for immediate suspension.

Suspension

When a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the principal will:

- Inform the student and his/her parents about the complaint either by phone or in writing
- Give the pupil and the parents an opportunity to respond
- Remove the pupil from the class until a determination is made about suspension.

Immediate Suspension

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked.

The principal has been authorised in writing to impose an automatic suspension where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of students or staff.

In the circumstances of an immediate suspension, the parents will be notified and arrangements made with them for the student to be collected from school.

In the circumstances where an immediate suspension is considered by the principal to be warranted, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. A formal investigation will immediately follow the imposition of an automatic suspension during which the suspended pupil will be invited to the school to be interviewed by arrangement in the school either in the presence of his/her parents.

Period of Suspension

A pupil will not be suspended for more than 3 days, except in exceptional circumstances where the principal recommends to the board of management that a period of suspension longer than 3 days is needed to achieve a particular objective.

The Board of Management considers the following circumstances are ones where the principal would consider recommending 5 days rather than 3 days as an appropriate suspension.

If a suspension longer than 3 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management has authorised the principal in writing, with the approval of the Chairman of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the board of management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

Appeals

The Board of Management will offer an opportunity to appeal a principal's decision to suspend a pupil for 3 days. If an appeal is to be considered before a suspension is to take place, then the pupil will be removed from class until the appeal is complete and the appeal decision is relayed to parents.

If the appeal against the decision to suspend is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practicable after the decision on the appeal is relayed to parents, normally starting the next school day.

Section 29 Appeal

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*.

Parents will be notified of this right at the time when they are being formally notified of such a suspension. Information on how to appeal will also be provided.

Implementing a Suspension

Where a preliminary assessment of the facts confirms serious behaviour that could warrant suspension, the school will observe the following procedures:

1. Inform the students and their parents about the complaint
2. Give parents and student and opportunity to respond.
3. Where the parents do not agree to meet with the principal, written notification will serve as notice to impose a sanction.

The principal will notify the parents in writing of the decision to suspend their child.

Suspension as part of a Behaviour Management Plan

Suspension if implemented will be part of an agreed plan to address a students' behaviour . The suspension should:

- enable the school to set behavioural goals for the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour

Removing a Suspension

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed under Section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*

Reintegrating the Pupil

The pupil will be given the opportunity and support for a fresh start.

The school will then expect the same behaviour of this pupil as of all other pupils.

Recording and Reporting

A record of the behaviour and sanction imposed will be kept which will include:

- The investigation including notes of all interviews held
- The decision making process
- The decision and the rationale for the decision
- The duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management with the reasons for and the duration of each suspension.

Report to NEWB

The principal will report all suspensions to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (*Education (Welfare) Act 2000, section 21(4)(a)*)

Review of the use of Suspension

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that use of suspension is appropriate and effective.

APPENDIX (E)

Expulsion Procedures

The Board of Management has the authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal.

Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

1. Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
2. Making sure that the student understands the possible consequences of the behaviour, if it should persist.
3. Ensuring that all other possible options have been tried.
4. Seeking the assistance of support agencies, if appropriate

Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will apply:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing
5. Consultations arranged by an Education Welfare Officer of the National Educational Welfare Board
6. Confirmation of the decision to expel.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that expulsion is used appropriately.