



## St. Colmcille's S.N.S. Knocklyon

### Code for the Promotion of Positive Behaviour

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#### 1. Introduction

Our school Motto and guiding principle is

**“Treat others as you would like to be treated”**

As a community committed to Restorative Practice, we are committed to offering a safe, positive environment that will prepare our children for the 21<sup>st</sup> century, meeting their unique social, emotional, intellectual, physical and spiritual needs. We aim to educate our children in a happy, stimulating environment, to enable them to have mutual respect and to become self-disciplined and socially responsible citizens.

#### Rationale

We believe that a well-established, positive code of behaviour will give clear guidance in this area to all children, staff and parents. Restorative Practices help us to build a strong and happy school community by working actively to develop good relationships and to address conflict resolution in a healthy manner.

#### Aims of Code for the Promotion of Positive Behaviour

1. To create and maintain a positive and safe, learning and teaching environment for all.
2. To enhance our pupils' self-esteem and encourage respect and the development of empathy for others.
3. To encourage pupils to develop their independence through becoming accountable for their own behaviour and achieving self-control
4. To develop interpersonal and problem-solving skills which facilitate co-operation with others.

While the very size of the school requires uniformity of discipline, there must be flexibility to allow for each individual teacher's style and professional judgement. Good discipline facilitates teaching and learning to a very high standard and cultivates effective staff-pupil relationships.

#### 2. Expectations regarding standards of Behaviour

Our expectations are that our pupils will:

- Treat each other, staff members and other visitors to the school with kindness and respect at all times. Any behaviour that interferes with the rights of others is unacceptable.
- Be truthful and honest in their dealings with others.
- Work to the best of their ability.
- Arrive punctually.
- Wear full, correct school uniform each day.
- Walk around the school in a safe and orderly fashion.

- Play fairly and safely in the yard.
- Respect all school property and keep the school and its grounds clean and litter free.
- Remain seated, in the interests of safety, if the teacher is out of the room.
- Provide written parental permission if a mobile phone/phone device is brought to school and keep phone switched off and in school bag throughout the day. Phone may be switched on after 2.30 p.m. when outside school grounds.

### **Class Expectations**

At the beginning of each academic year, the class teacher will discuss with the pupils school expectations regarding standards of behaviour. Pupils and parents will be asked to sign the Code for the Promotion of Positive Behaviour included in our school journal.

At class level, teachers may, in consultation with their pupils, draw up a class contract which will reflect our school's Code. Each child will sign his/her own contract. This contract will reflect and support the school's expectations and will be presented in a way that is accessible to the children.

## **3. Promotion of Positive Behaviour**

The main focus of this policy is the promotion, reinforcement and reward of good behaviour. We aim to foster policies and practices that help to promote positive behaviour and prevent inappropriate behaviour. High standards and high expectations will be set. We will make them clear, consistent and widely understood.

General strategies that encourage and promote good behaviour include:

- Positive everyday interactions between teachers and students
- Clear school and class routines
- Clear boundaries and rules
- Helping students themselves to recognise and affirm good behaviour
- Recognising and giving positive feedback about behaviour
- Exploring with students how people should treat each other
- Involving students in the preparation of school and classroom rules
- Regular referencing of positive behaviour as part of our delivery of the SPHE curriculum.

A variety of strategies will be used in classrooms to encourage and promote positive behaviour including but not limited to:

- Oral praise.
- Positive written feedback in copies
- "Golden Time" rewards for individuals, groups or the whole class.
- Homework passes
- Positive notes to parents/guardians

## **4. Responding to Conflict and Inappropriate Behaviour – A restorative approach**

Our response to conflict/inappropriate behaviour is a restorative approach.

### **What is Restorative Practice?**

Restorative Practice aims to build positive relationships and friendships. It also helps to deal with conflict and arguments, when they occur, in a healthy way that moves us away from blame and attack to connection and healing.

## Restorative Practice in our school

In our school we will use the FRIENDS values (see below) to help bring Restorative Practice to life. This will inform how we try to think, engage, speak, listen and approach situations in our school. The intention is to learn how to ask, listen and share in a way that honours a positive learning environment for students and teachers.



**‘Did you...’** = Did you ‘giraffe’?  
i.e., a giraffe has the biggest heart of all land animals so it speaks from its heart promoting **empathy**. It also has the longest neck so it can see **everyone’s perspective**.

**While investigating conflict, teachers may also use our Restorative Questions. Please see below:**

### Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected and in what way?
5. What could you have done differently?
6. What needs to happen next? (Intention = connection & solutions)

### Responses

Our responses will be characterised by certain features:

- It will be clear why the response is being applied using a restorative approach
- The response will relate as closely as possible to the behaviour
- It will be made clear what changes in behaviour are required
- Group punishment will be avoided
- There will be a clear distinction between minor and major offences
- The focus will be on the behaviour rather than on the person
- Pupils will not be deprived of engagement in a curricular area, except on the grounds of health and safety

## **Our staged approach to responding**

**Stage 1:** In-class responses will be used to manage minor and/or disruptive misbehaviours. Such responses can include but are not restricted to:

- Teacher-pupil conferencing
- Circle Time
- Verbal agreement
- Written assignments/extra homework
- Time spent at reflective/thinking table in own classroom
- Completion of a restorative reflection sheet (yellow)
- Note to parents (Blue note)
- Class behaviour record book
- Consultation with parents

**Stage 2:** When Stage 1 responses have been exhausted and misbehaviour/disruptive behaviour continues or for more serious misbehaviours, the following other responses, including out of class sanctions, may be used:

- Meeting with parents
- Temporary short-term removal to another classroom
- Yard break detention
- Implementation of a Behaviour Plan

At this stage our response may include the involvement of Year Head / Principal / Deputy Principal.

### **Stage 3:**

Suspension, if deemed appropriate by the Principal, will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. The Board of Management has authorised the Chairperson or the Principal to sanction an immediate suspension for a period not exceeding three days, pending a discussion of the matter with the parent(s).

Expulsion of a pupil is the responsibility of the Board of Management who will follow the provisions of Section 24 of the Education Welfare Act 2000.

### **Children with Special Needs**

All children are required to comply with the Code of Promotion of Positive Behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents. The class teacher, learning support/resource teacher and/or principal will work closely with pupil and parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs to adhere to the code and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

## **5. Record Keeping**

Each teacher will record inappropriate behaviour in his/her class.

Responses and interventions aimed at helping the student deal with inappropriate behaviour will be recorded.

Positive responses by a student will be recorded

All records held will be kept in accordance with current Data Protection legislation.

## **6. Reference to other Policies**

In implementing our Code for the Promotion of Positive Behaviour, it may also be necessary to refer to other school policies e.g. Child Safeguarding Statement, Anti-bullying Policy, Attendance Policy and Acceptable Use Policy for Internet and Technology.

## **7. Implementation and Review**

This policy was drawn up during the academic year 2018/19 following consultation with staff, pupils, parents and the Board of Management.

This policy will be the subject of ongoing review.

This policy was reviewed and ratified by the Board of Management on **27 September 2023**.

**Signed:** Catherine Collins

*Chairperson of Board of Management*

**Date:** 27/09/23

**Signed:** Mary Collins

**Principal**

**Date:** 27/09/23

**Date of next Review:** September 2024.