

Summerhill Primary School

Code of Behaviour and Discipline

Rationale:

The teaching staff of Summerhill Primary School decided to undertake a review of our Code of Discipline and Behaviour in **October 2014**. This review was recommended in our last WSE. There was also a general consensus amongst the teachers that a whole school approach to discipline was lacking in the school.

This policy was reviewed by staff in **August 2016** and by the Board of Management in **June 2017** and in both cases the policy was amended according to the experience gained through its implementation over the previous school terms. Advice from CARA Training in the Management of Aggression and Violence was taken on board in the June 2017 review.

Introduction:

Summerhill Primary School aims to provide a happy and secure learning environment where children, parents, teachers, special needs assistants, ancillary staff and the Board of Management work in partnership. Each individual is valued and respected and children are encouraged to reach their full potential. The staff of Summerhill Primary School will take a positive approach to discipline so that we provide a secure environment for our pupils and a sense of good order in the school.

Mission Statement:

Saint Joseph's Primary School, Summerhill, is a co-educational Roman Catholic school, where we promote a nurturing and inclusive environment. We endeavour to instil in our pupils a love of learning, respect for themselves, respect for all other people and respect for their environment.

Our code of discipline aims to achieve:

- The maintenance of good order and safety throughout the whole school day.
- The development of self discipline in pupils.
- A culture of respect, care and courtesy towards other people and their property.
- A culture of respect for the school buildings, the school grounds, school property and the environment.

The Rights of pupils, teachers, staff and parents in relation to this policy:

(a) Pupils have the right:

- To be educated in a safe, happy and secure environment
- To be facilitated to grow and develop to their full potential
- To be treated as an individual with due regard for others in the community
- To be listened to
- To confidentiality
- To respectfully express emotions, questions and beliefs
- To be free from any type of abuse

(b) Teachers have the right:

- To teach without disruption and in a safe, happy and secure environment
- To be respected and held in proper esteem
- To full and open communication with parents
- To voice concerns and professional opinions on the pupil's safety, behaviour and academic progress
- To expect cooperation and support from parents and colleagues in their work
- To confidentiality

(c) Special Needs Assistants and Ancillary Staff have the right:

- To work without disruption and in a safe, happy and secure environment
- To be respected and held in proper esteem
- To voice concerns on the pupil's safety and behaviour
- To expect cooperation and support from parents and colleagues in their work
- To confidentiality

(d) Parents have the right:

- To informative communication with teachers / Principal
- To respect, understanding and confidentiality
- To parent-teacher meetings
- To end-of-year reports containing standardised scores for Maths and English
- To be kept informed of their child's misbehaviour at an early stage
- To be consulted about disciplinary action at an early stage
- To have access to the Code of Behaviour and Discipline of the school

Responsibilities of pupils, teachers, special needs assistants and parents in relation to this policy:

(a) Pupils are responsible for:

- Their class work and homework
- Abiding by the school and class rules at all times, including when on outings
- Their belongings
- The tidiness of their classroom
- Ensuring that all classmates are included in games and activities and are treated with courtesy and respect
- Treating all staff and visitors to the school with courtesy and respect

(b) Teachers are responsible for:

- The safety and well-being of the pupils in their care
- Creating a positive atmosphere for learning
- Being consistent and fair in the implementation of this code of behaviour and discipline
- Communicating with parents on issues relating to their child's behaviour in a timely fashion
- Ensuring opportunities for disruption are minimised e.g. keeping children engaged in meaningful tasks in class, collecting the class on time when the bell rings, supervising the class as they enter and leave the building
- Assigning, checking and correcting homework
- Informing pupils of the school and class rules
- Informing the Principal of serious misdemeanours

(c) Special Needs Assistants are responsible for:

- The safety and well-being of the pupils in their care
- Assisting in the creation of a positive atmosphere for learning
- Being consistent and fair in the implementation of this code of behaviour and discipline
- Communicating with the class teacher on issues relating to the child's behaviour in a timely fashion
- Informing pupils of the school and class rules as appropriate
- Informing the Class Teacher and Principal of serious misdemeanours

(d) Parents are responsible for:

- Providing firm guidance regarding the pupil's behaviour in school
- Communicating with the class teacher regarding all aspects of the child's learning, progress and behaviour
- Ensuring homework is completed
- Signing their child's homework every evening
- Bringing their child to school on time
- Providing their child with all school requisites
- Ensuring that their child wears a clean school uniform daily

Strategies for Promoting Good Behaviour

We believe that promoting good behaviour is essential to the success of our Code of Behaviour and Discipline. This includes practices and strategies to affirm and encourage positive behaviour. Examples of how teachers and SNAs will promote positive behaviour include:

- Identifying appropriate behaviour. Referring to rules.
- Praising appropriate behaviour. Catching the pupil behaving well.
- Targeting rules and telling pupils what is expected so they are set up to succeed.
- Modelling behaviour.
- Positive language.
- Use of humour and not sarcasm.
- The 2:1 rule – Finding two pupils who are behaving well and praising them. Then speaking to the pupil who is not behaving well.
- The 20 Second Rule: When correcting a pupil, twenty seconds is enough to deliver the message.
- Tactical withdrawal. Defusing the situation and dealing with it later when everyone is calm.
- Calmness and Consistency. Adhering to this policy consistently, fairly and calmly.

Rewards for Positive Behaviour

Praise may be given by means of any one of the following, or other positive strategies which may be implemented at the teacher's / SNA's discretion:

- A quiet word or gesture to show approval.
- A comment in a pupil's exercise book or homework journal.
- A visit to another member of staff or to the Principal for commendation.
- A word of praise in front of a group or class.
- A system of merit marks/ points /stars / class reward chart / class dojo etc. based on positive class rules.
- Delegating some special responsibility or privilege.
- A mention to parent, written or verbal communication.
- Homework passes (for all homework or for one subject).
- Reward certificates at school assemblies.

School Rules

1. Safety:

For my own safety and that of others-

- (a) I should be careful coming to and going from school. I will take due heed of all traffic coming and going from school. I will not enter the staff car park.
- (b) I should always walk while in the school building.
- (c) I should remain seated in class and while eating lunch.
- (d) I should run in the school yard with due regard for others.
- (e) I should bring a note of explanation following absences (in accordance with NEWB rules).
- (f) I should hand all notes from the Principal or my teacher to my parents.
- (g) I will stay within my designated play area in the yard.
- (h) I should never leave the school grounds without the permission of the Principal.

2. Caring for myself:

- (a) I should confide in a teacher if I am unhappy or unwell.
- (b) I should respect myself and my property; always keep my school bag, books and copies in good order and labelled with my name.
- (c) I should not bring valuables to school including mobile phones or any other electronic device.
- (d) I should always be in time for school. **School starts at 9.20am**. Repeated tardiness will be addressed with parents.
- (e) I should show respect for my school and be proud to wear the complete school uniform everyday. I will wear my track suit on P.E. days only. My track suit will not have any name brands or logos.
- (f) I should always be aware of my personal cleanliness.
- (g) My hair should be clean, well groomed and tidy at all times. It should not be dyed or cut in outlandish styles.
- (h) I should always bring a sensible, nutritional lunch to school in accordance with the school's healthy eating policy.
- (i) I should always do my best in school by listening carefully, working as hard as I can and by completing my homework to the best of my ability.

3. Caring for others:

a) I should be kind and respectful to teachers, all other staff, visitors to the school and fellow pupils by being mannerly and polite, by taking turns and by remaining orderly in my class line.

(b) I should behave well in class so that my fellow pupils and I can learn.

(c) I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers, etc. home, in accordance with the school's healthy eating policy.

(d) I should show respect for the property of my fellow pupils, the school building and grounds. I should take anything I find to the 'lost property' basket and I will not claim ownership of another person's property.

(e) I should be truthful and honest at all times.

(f) I will not use anti-social or inappropriate words or gestures, either spoken or written in any language.

4. Bullying:

I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable. (See also anti-bullying policy).

Unacceptable behaviour will be dealt with as follows:

(The nature of the behaviour will determine the strategy)

The following regulations will apply in general and for the most part.

Management (The Board of Management, Principal, Deputy Principal, Class Teachers etc.) reserves the right to determine appropriate action and response in the light of various situations and circumstances. Thus the following strategies may be modified as deemed appropriate by the authorities in the best interest of the school and students.

- Reasoning with pupils
- Reprimand (including advice on how to improve), by Class Teacher or Principal
- Prescribing extra work
- Communication with parents
- Temporary separation from peers, friends or others
- Loss of privileges
- Spending break-time or part thereof in the “Cool Down Zone” (“Cool Down Zone” in the yard is immediately outside the main school door. On a wet day, when the children are inside for breaks, the “Cool Down Zone” will be in the corridor. The pupils will be seated whilst in the corridor.
- Referral to Principal/Deputy Principal in the case of absence of the Principal

The Principal may issue the child with a Report Card (See notes below).

Suspension/expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by Circular 7/88)

Degree of Misdemeanours

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

Examples of MINOR misdemeanours:

Interrupting class work / Not working to full potential / Running in school building / Unruly behaviour in class line or not lining up when the bell rings / Leaving seat without permission at lunch time / Leaving litter around school / Being discourteous or unmannerly / Not completing homework without good reason / Not wearing school uniform / Arriving late for school / Not having homework signed by a parent, etc

Examples of actions to be taken when dealing with minor misdemeanours:

- Prescribing additional work
- Write out the relevant rule that was infringed to upper limit of 20 times.
- Write a personal reflection on their unacceptable behaviour

All of the above to be signed by parent.

- Note in homework journal to be signed by parent
- Temporary supervised separation from peers – class time/break time
- Sending child to another teacher
- Note will be sent to parents if there is repeated misbehaviour in yard

Examples of SERIOUS misdemeanours:

Constantly disruptive in class / Telling lies / Stealing / Damaging school property or other pupil's property / Using unacceptable language or gestures / Ignoring or refusal to follow instructions of staff / Disrespectful attitude towards staff or other pupils, etc.

It should be noted that this list of serious misdemeanours is not exhaustive and consists of examples only. It is not meant to be a totally comprehensive list of misdemeanours and procedural steps. It should also be noted that all damage to school property, including removal of graffiti, is to be paid for by the pupil's parents / guardians.

Examples of actions to be taken when dealing with serious misdemeanours:

- 1) Send to Principal.
- 2) Send to Deputy Principal in the event of absence of Principal.
- 3) Principal sends note in journal/letter to be signed by parent and issues the child with **a report card**. Being "on report" means that the child spends half of both breaks in the "Cool Down Zone". On the first report card the sanction continues for one day only. On the second, the sanction is for two days and on the third, the sanction is for three days and the parents are asked to come into school for a meeting with the Principal and class teacher.
- 4) Where serious misbehaviour continues, the Chairperson of the Board of Management will be informed and parents will be requested to meet with Chairperson and Principal. Upon repeated instances of serious misbehaviour suspension and/or expulsion will be considered by the Board of Management.

Examples of GROSS misdemeanours:

Unauthorised absence from school “mitching”/Leaving school grounds without permission / Setting fire to school property / Bringing weapons to school / Damaging or tampering with school property or school buildings in any way /fire hose turned on / Aggressive, threatening or violent behaviour towards any staff member or fellow pupil/ Endangering self or others in any way /Pupil smoking or drinking alcohol/ Possessing or using drugs/Overt sexual behaviour/ Deliberately injuring a fellow pupil / Bullying / Deliberate misuse of school toilets and or defecating or urinating in school grounds

It should be noted that these lists of gross misdemeanours and are not exhaustive and consist of examples only. It is not meant to be a totally comprehensive list of misdemeanours and procedural steps. It should also be noted that all damage to school property, including removal of graffiti, is to be paid for by the pupil’s parents / guardians.

Records

Teachers shall keep a written record of all instances of serious and gross misbehaviour as well as a record of improvements in the behaviour of disruptive pupils. These records will be supplied to the school principal. Before resorting to serious sanctions, e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage rather than as a last resort.

Communication with parents will be verbal or by letter, depending on circumstances. The parents concerned will be invited to come to the school to discuss their child’s case.

Actions to be taken when dealing with repeated serious behaviour and/or gross misbehaviour:

Where there are repeated instances of serious misbehaviour the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and Principal Teacher and Teacher(s).

For any incident of gross misbehaviour or repeated incidents of serious misbehaviour, suspension and/or expulsion will be considered by the school management.

Suspension and expulsion will be in accordance with Rule 130 of the Rules for National Schools as amended by Circular 7/88, and as outlined in the National Education Welfare Board publication, “Developing Codes of Behaviour for Schools”, chapters 10,11,12.

As and from 7th June 2017, the Board of Management authorises the Principal of the school to send a child home immediately where (s)he is presenting a significant risk to him/herself or anyone else, or where the child’s behaviour has become unmanageable for staff due to distress or non-cooperation. The Principal has the authority to suspend a pupil for up to three days.

Expulsion may be considered in an extreme case.

The staged approach of the NEPS Continuum of Support will be used with children where deemed appropriate by school personnel. This will include an Individual Behaviour Plan. Input from the NEPS School Psychologist can be sought in the drawing up of such a plan as necessary.

Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, e.g. Community Care Services provided by Health Boards.

This policy is open to change and will be reviewed on an annual basis.

Emergency Plan for Mainstream Classes:

In the event of a behaviour related emergency, where a pupil's behaviour becomes dangerous to self or others, the class teacher will send two children to inform the Principal. The Principal will then take the appropriate action to ensure the safety of all concerned. In the event of absence of the Principal the children are sent to the Deputy Principal, who acts in the place of the Principal. A Special Needs Assistant from a neighbouring room can also be called to help. If there is a Special Needs Assistant working in the classroom where the behaviour related emergency is occurring, the SNA should remain in the room and assist the teacher in defusing the situation.

In the event of absence of all above members of staff, the remaining special education teachers will be on standby in case of emergency.

In the case of behaviour-related emergency, as far as is possible, the other pupils will be removed to a safe area.

The school policy for Critical Incidents should be consulted in the handling of all emergencies.

Discipline Policy in relation to The Rainbow Rooms

(ASD Classrooms)

Matters of discipline will be dealt with individually in The Rainbow Rooms, according to the child's needs, levels of understanding and IEP. The teachers and Principal will liaise with outside professionals also, including psychologists and behavioural therapists. Individual strategies will be used / tailored to the needs of pupils as they arise.

Teachers will keep records of disruptive, violent or aggressive behaviour which impacts negatively on the pupil him/herself, other pupils or staff. This will be communicated to parents through the daily diary. In the case of self-harm or harm to another pupil, an accident report form will be filled out. Copies of these records will be supplied to the Principal.

Emergency Plan:

In the event of an emergency, where a pupil's behaviour becomes dangerous to self or others, staff in The Rainbow Rooms can contact the office directly using the panic button. Available staff will be redeployed immediately by the staff member receiving the distress signal.

In the case of behaviour-related emergency, the other pupils will be removed to a safe area, i.e. sensory room or OT area.

This policy was ratified by the Board of Management on _____ and will be reviewed in September 2018.

Signed: _____

Fr Ray Milton, Chairperson

This page is to be signed by Parents / Guardians and returned to school

I confirm that I have read this Discipline Policy.

I confirm that I accept the terms and conditions of the policy and I will provide firm guidance to my child, in line with this policy, in relation to his/her behaviour in school.

SIGNED: _____

PLEASE PRINT YOUR NAME HERE: _____

DATE: _____