**Scoil Chiaráin CBS**

**Code of Behaviour**

**Section 1**

* 1. **Rationale**

Scoil Chiaráin CBS is an all-boys senior school from 2nd to 6th class, with 3 designated Autism classes. We are a DEIS Band 1 school under the trusteeship of ERST.

Our pupils are supported and encouraged to achieve the highest standards in all areas of their development. They are motivated to develop their interests and talents and provided the opportunities to explore new ones.

They are encouraged to use their voice to improve and develop their school.

The ethos and culture of Scoil Chiaráin CBS is one that builds on each pupil’s potential and nurtures their growth into good citizens contributing to their school community and in time their wider community.

This code of behaviour reflects this culture and ethos, and is one designed to encourage our pupils to display high standards of behaviours, to make good choices in behaviour, attitude and how to treat others, and to show good morals and values in their daily lives.

This code was developed with all the school stakeholders, in particular staff and pupils. Resource and continuing supports (NEPS/NCSE) were used as a guide to gather the pupils’ thoughts. An audit of the existing code was also used as a tool. Areas of need were identified and from this, the review policy grew.

**Section 2**

**The Code of Behaviour**

**2.1 The aims of Scoil Chiaráin CBS**

The aims of Scoil Chiaráin CBS are;

1. To instil within our pupil’s, high expectations of themselves in all areas of their growth and development – personal, moral, social and learning.
2. To establish and promote standards of behaviour that are reflective of the caring, nurturing progressive and safe school community we continue to develop, one that’s in line with the ethos of the Edmund Rice School Trust.
3. To encourage all members of our school community to take increasing responsibility for their own behaviours, and to gain a deeper understanding and awareness that there are consequences to their behavioural choices. This can be achieved through the implementation of whole school proactive initiatives, a focus on the positive and the provision of targeted supports for those who may need it.
4. To help our pupils develop good judgement and values that will help them care for themselves, others, their school and their wider community.
5. To develop and nurture a supportive environment so that all members of Scoil Chiaráin CBS may work together to ensure the aims of our school are achieved and the benefits enjoyed by all.

**2.2 Our Vision for behaviour and relationships**

In Scoil Chiaráin CBS we are committed to providing a supportive, progressive, caring and stimulating school environment that maximises the educational opportunities and outcomes for all pupils.

We believe that all members of our school community have the right to:

1. Feel safe and valued
2. Be treated with respect and dignity
3. Learn and teach in a supportive environment
4. Understand expectations and consequences of behaviour

We foster this right by role-modelling positive and good behaviours.

We are committed to ensuring that:

1. Pupils are guided toward caring for themselves by our promotion of self-discipline, self-control, and self-responsibility.
2. We nourish self-esteem and self-respect.
3. We distinguish between a person and that person’s behaviour.
4. We value dignity, worth, and fairness in every child.
5. Pupils are guided toward caring for others, through the promotion of respect, courtesy, tolerance, teamwork, trust and honesty among all members of the school community.
6. School staff are the first and foremost models for these values. We will behave in a manner from which children can learn at all times – both from their interactions with other adults and with children themselves.

**2.3 Core Values and School Rules**

Our beliefs are based on the four values of:

1. Respect
2. Fairness
3. Community
4. Hard Work

The following principles underpin our code:

* We are gentle
* We are kind and helpful
* We are honest and tell the truth
* We listen
* We work hard
* We look after our property

From these values, our golden rules evolve

They are:

1. Treat others as you would like to be treated.
2. Show kindness, fairness and respect to everyone.
3. Try your best in all you do.
4. Be the best version of yourself.

These encompass the core values of our school ethos, culture and expectations.

Class rules grow from these golden rules. While each class’ rules will be age appropriate to the class and ability, there will be no more than 5. They are phrased in, so far as is possible, in a positive way: I will / we will etc.

**2.4 Promoting our Code of Behaviour**

Our Code of Behaviour is underpinned by certain approaches, philosophies and strategies.

* The BSEM Education Model will underpin our behavioural approach going forward. As training is completed and strategies familiarised, it will play a growing role in our Code of Behaviour, in particular with the building of consistency of routine, and the de-escalation of negative behaviours.
* This code of behaviour, upon review by staff will be brought to the BOM for ratification, and then shared with other stakeholders of the school community.

Feedback has already been gathered from the pupils.

* In order for our Code of Behaviour to be effective, it must be communicated clearly to all pupil body. Explicitly teaching the pupils, the behaviours expected of them is crucial to the successful implementation of this code.
* An SPHE lesson on our Code of Behaviour will be taught in each class on an agreed day in the first term of the school year.
* Communicating our behavioural expectations is a form of universal, behavioural support. It will help us to prevent problematic behaviours and provides a framework for responding to the same.
* Good behaviours are likely to occur when:
* There is good school and classroom management / teaching
* Pupils understand the code and their part in it
* Pupils see the code as being fair, and consistently used by all
* The expectations of behaviours are clear and consistent
* There is a good atmosphere in the school and good relations and similar expectations are shared between all stakeholders (home, school and community).
* Adults model the behaviour that is expected from pupils, reflecting the shared values, culture and ethos of our school.

**2.5 Rewards / Incentives**

The use of rewards can help to affirm children’s efforts to engage with the code of behaviour. They are also strong motivators to help the more reluctant child to engage with the code.

Rewards and incentives are in place at a whole school level, and in the individual classes as well. These rewards and incentives listed are not exhaustive, and can be adapted to best suit the interests, and motivations of the pupils.

They also include the celebration of special events, themed weeks, visitors etc. as these also help to add to a positive, fun and energetic learning environment.

In their nature, they are:

* Meaningful to the pupil or group
* Acknowledging of behaviour that is valued
* Given for effort, as well as achievement
* Used consistently and by all staff

**Whole School**  **Class Rewards**

Positive praise Each teacher has their own

Student of the Week reward system e.g. class certs /

Golden Time Stickers in the jar/

Extra Yard time Homework vouchers/ extra time

Visit to principal to show good work and in playground etc.

good choices

Honour Roll

Green Cards

Golden Tickets

**Themed Weeks and Special Days**

Birthday Roll Call

Bodhrán Lessons

Science / Maths Week

Lá Gaelach

Community Day

Active Week

Well-being Week

Panto

Scoil Chiaráin’s Got Talent

St Vincent de Paul Fair

**Green Cards**: are awarded to pupils by their class teachers, for exceptional effort and /or achievement reflective of our school culture and ethos, and of our Golden and Class Rules. (Behaviour, Work, Uniform etc.)

These cards are to be used as a strong motivation and a “big deal” made of them – the awarding of one will be accompanied by a message home to parents / guardians, and names being placed of the Roll of Honour.

Effort deserves the equal recognition and reward as achievement.

**Golden Tickets**: are awarded to pupils by the principal (or Deputy Principal) upon recommendation from staff members. These are for outstanding effort, improvement or achievement over a period of time.

These cards will be accompanied by a phone call home, their name on the Roll of Honour and posted on school blog.

**2.6 Responding to inappropriate behaviour**

It is the behavioural philosophy of Scoil Chiaráin CBS, that prevention is the best method to address inappropriate behaviours. A number of consistent methods are employed for this purpose.

Further detail regarding the same can be found later in this document.

Despite this, inappropriate behaviours can occur. In such instances it is very important that:

* Pupils experience predictable consequences.
* Adults must role model appropriate behaviours re reactions to inappropriate behaviours.
* The pupil and their behaviour are not viewed as one and the same.
* Behaviours, in most instances, are a communication.
* Safety measures (when required) are put in place, to allow those involved to have the opportunity to regulate, and then the matter can be addressed.
* Responses to inappropriate behaviours are consistently implemented by all and proportionate to the nature of the behaviours

**2.7 Inappropriate Behaviours / Problem Behaviours:**

These can be categorised under three headings;

1. Mild problem behaviour is addressed by staff members at the time of occurrence (or shortly after at the discretion of staff involved) These behaviours can be addressed using the class behavioural approach. These behaviours are recorded by the class teacher (evidence of pattern, timing etc.)
2. Moderate problem behaviours are addressed by the class teacher, and then, if necessary, brought to the attention of the ISM team member that has responsibility for supporting that class.

These behaviours can receive the sanction of a yellow card. Sanctions linked with yellow cards are outlined further in this policy.

1. Serious problem behaviours are brought to the attention of the principal immediately (the Deputy Principal in the absence of the Principal). These problem behaviours can be a one off incident of serious behaviours that affect the health and safety of others, and the effective teaching and learning of the class, impacting well-being. It can also be a build-up of both mild and moderate problem behaviours. These behaviours can result in a red card being applied. Sanctions linked with red cards are outlined further in this policy.

Stakeholders have developed a summary of behaviours reflective of mild, moderate and serious behaviours. This list is exemplar and not exhaustive. This list has been collated based on a survey completed by pupils of all classes in the school.

**2.8 Managing exceptional aggressive or violent behaviours:**

Scoil Chiaráin CBS recognises that occasionally pupils may not respond positively to the typical interventions used to address problem behaviours. These pupils may require extra support in the form of strategies, plans and interventions in order to manage and alleviate aggressive or violent behaviours (verbal or physical). These pupils will need a sustained and systematic response, involving the important adults in their lives. These pupils may access their learning with the support of an Individual Behaviour Plan and the code of behaviour may not meet their needs.

**2.9 Ensuring Consistent Responses to problem behaviours; Consistent and systematic approach of interventions.**

**Ladder of Intervention**

Consistent approach employed by all staff

* Adults remain calm – important not to escalate the situation
* Child and behaviour are not one and the same
* Behaviours can be a means of communication, as children do not often have the language required to express themselves properly.
* Children have the opportunity to calm down and once calm, and the health and safety of all is in place, the incident is addressed, in a calm, fair but firm manner.
* All will be familiar with the sanctions of the code of behaviour and these will be applied consistently.
* A restorative approach is also key to the process of addressing problem behaviours coming full circle. Discussing the incident, choices and actions taken and alternative approaches is required – this makes the connection between problem behaviours and expected behaviours and brings the matter to a close for all pupils involved.

**BSEM Model**

We will implement the BSEM (Berry Street Education Model) in our approach to problem behaviours.

All teaching staff will have completed the BSEM Training by the end of the school year – 2021 – 2022.

**Consistent responses and roles of stakeholders**

* Pupils and staff will know and understand the Code of Behaviour
* They will know our Golden Rules and in turn our class rules
* Supports will also be provided by the following:

**Class Teacher**

* Teaching school wide positive behaviour and procedures
* Teaching / explaining the Code of Behaviour
* Consistent and proportionate consequence to all problem behaviours
* Effective procedures and supervision in non-classroom areas
* Consistently challenging behaviour is brought to the attention of the parent. Discussion around behaviour reasons, consequences and strategies are discussed and a plan put in place if required

**I.S.M. / Deputy Principal / Principal**

* The class teacher can call on the member of the ISM team for advice and support regarding classroom management and / or persistent, repeated problem behaviours.
* The pupil’s behaviours are brought to the attention of the principal / deputy principal. Each case is looked at individually. A support plan is put in place to provide additional supports to the pupil. A timeframe is also put in place and the plan monitored and reviewed - all actions logged in the COS plans.

**External Agency Supports**

* If additional supports are required, as a result of the problem behaviours persisting the Behaviour Support Plan is reviewed and modified.
* Support from external agencies, such as: NEPS / CAMHS / HSE can be sought.
* Good communication with parents / guardians regarding their son and the behaviours is essential.

**Parental Communication**

Good and open communication is the cornerstone of a positive school atmosphere and culture.

Teachers communicate with parents on a regular basis using a variety of means:

* School email
* Databiz
* School journal
* At home time at the school gate
* Phone calls

Parents and pupils understand the green and golden school wide ticket system and the yellow and red card system and sanctions involved.

It is also emphasised with parents to let the relevant adult know of any concerns they may have with regard to their son in any aspect of their development.

**2.10 Further steps of disciplinary process**

**Suspensions**

* In cases of serious misbehaviours a suspension may be issued. Notification of the decision of suspension will be made to the pupil and parent / guardian as soon as the decision has been made. Full reasons for the decision will be explained to the parents.
* Work will be set, suitable to the ability of the pupil, for the duration of the suspension, and must be presented upon return to school.
* Suspensions should be in proportion to the inappropriate behaviour.
* Typically, other interventions may have been applied, before the decision to suspend has been taken. It will be reviewed as to why these interventions may not have worked, especially in advance of the pupil’s return to school post suspension.
* Decision to suspend will not be taken lightly. It requires serious grounds such as (but not exclusive to)
* Behaviours that have a serious detrimental effect on the teaching and learning of classes.
* Behaviours that if continued in the school at the time, present a threat to the safety of themselves, other pupils and staff.
* Behaviours that are responsible for serious and purposeful damage to property or assaultive behaviour towards pupils and staff.

**Single Incident of Serious Misbehaviour**

There will be instances, where behaviours require immediate action and disciplinary absences to ensure the safety of pupils and staff. The B.O.M. has given permission for the principal to authorise such absences without prior approval or written notification when such an incident occurs.

**Return to school post suspension**

Important adults in the pupil’s life will be involved in supporting their return to school post suspension. The main objective will be to minimise the likelihood of these behaviours reoccurring and supporting the pupil in engaging with their school life.

The parents / guardians will accompany their son to school on the day of their return, where a commitment to support the Code of Behaviour is undertaken by the pupil and their parents / guardians.

**Sequence of suspensions**

* 1 day
* 3 days
* 5 days

**Exclusion**

**Grounds for exclusion can include (but not exclusive to):**

* Behaviours that severely impact on the good order, atmosphere and positive management of the school
* Behaviours that severely and repeatedly impact on other students and staff; their well-being, safety and positive engagement with their school community.
* Behaviours that severely and repeatedly disrupt the learning of pupils and the teaching that is ongoing.

**Parents / Guardians right to respond**

Parents / guardians are entitled to respond to any sanction imposed by Scoil Chiaráin CBS. They can meet with the teacher and / or principal to discuss the problem behaviours, present their side of events and/or to seek clarity on the incident in question.

**2.11 Appeals**

Under section 29 of the Education Act 1998, parents are entitled to appeal to the Secretary General of the Dept. of Education and Skills against decisions taken by the BOM of Scoil Chiaráin CBS.

1. Permanent exclusion from school
2. Suspension for a period that would bring the cumulative period of suspension to 20 days or longer in one school year.

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the pupil and parents / guardians. (Ref: Circular 22 / 02)

**2.12 Other relevant Policies**

* Anti-bullying Policy
* Child Protection Policy
* Child Protection Risk Assessment.

**2.13 Code of Behaviour and Autism Classes**

* Pupils of Room 6, 10 and 11 will engage in the explicit teaching of the Code of Behaviour of Scoil Chiaráin CBS. This will take place at a differentiated level, suitable to the abilities of the pupils of the classes.
* Golden rules, class rules, positive rewards and sanctions can all be taught.
* Where applicable, pupils can follow the Code of Behaviour of Scoil Chiaráin CBS.
* However, pupils of Autism classes have a specific psychological recommendation to require the support of a special class setting, and therefore require a differentiated approach to their learning and behavioural needs.
* Continuums of support / I.E.P.s and I.B.P’s are necessary to support the progress and development of the pupils, often outlining individual approaches to problem behaviours. These will require frequent review and adapting, especially if the problem behaviours persist.
* Problem behaviours can often indicate an underlying need and / or attempt at communication
* They require a specific response
* For those pupils, who can follow the general Code of Behaviour, adapted sanctions, suitable to their abilities, will be required.
* These are outlined below. (These will be added after consultation with class teachers of 6,10 and 11 occurs)

**Section 3**

**3.1 Roles and Responsibilities**

**Board of Management Responsibilities**

The Board of Management is expected to:

* Provide a happy, safe, progressive learning environment for pupils and likewise for staff.
* Support the principal and staff in implementing the code.
* Ratify the code.
* Ensure the code is communicated to the whole school community.

**Principal’s Responsibilities**

The Principal is expected to:

* Promote a positive school atmosphere and culture.
* Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
* Arrange for review of the Code, as outlined in the timetable for review.

**Teachers’ Responsibilities**

Teachers are expected to:

* Support and implement the school’s code of behaviour having regard to decisions made on a whole school basis.
* Be cognisant of their duty of care.
* Create a safe and welcoming, learning environment for each pupil.
* Develop and nurture a sense of self-esteem in each pupil.
* Praise desirable behaviour and recognise effort as well as achievement.
* Support pupils in reaching their full academic potential
* Listen to pupils’ explanations for behaviour, at a time that does not affect the teaching and learning of the whole class.
* Be respectful, consistent and fair, and model good behaviours and interactions.
* Create a stimulating learning environment, thus acting as a deterrent to problem behaviour.
* Deal appropriately with behaviours that are in conflict with our school values, and effect the teaching and learning of the class, and the overall well-being of the pupils.
* Keep a record of instances of serious problem behaviours or instances of misbehaviour.
* Provide support for colleagues.
* Communicate with parents when necessary.
* Provide reports on matters of mutual concern.
* Engage with different behavioural approaches and apply them to their practice.
* Seek support from colleagues / ISM / external supports.

**SNAs’ Responsibilities**

* Support the school’s code of behaviour having regard to decisions made on a whole school basis.
* Be cognisant of their care of duty.
* Contribute to a safe and welcoming learning environment for each pupil.
* Develop and nurture a sense of self-esteem in each pupil.
* Praise desirable behaviour.
* Be respectful, consistent and fair.
* Model good behaviours and interactions.
* Deal appropriately with misbehaviour – refer incidents of misbehaviour to the relevant teacher, and support the teacher in implementing the code of behaviour.
* Provide support for colleagues.
* Work with class teams to think about and analyse possible reasons for a pupil’s choice of behaviours that are challenging.
* Help devise possible ways of changing the behaviour, support and implement plans for students.
* Understand the importance of the relationship an SNA can have with a child who may find it difficult to engage with the Code of Behaviour.

**Pupils’ Responsibilities**

Pupils are expected to:

* Uphold the school’s values, culture and ethos.
* Have good attendance and punctuality.
* Participate in their class and school environment with positive attitude and behaviours.
* Do their best in all they do.
* Show great motivation in reaching their potential.
* Be a good friend to all.
* Be good school citizens in all they do and how they act, showing respect, kindness and fairness in their actions, behaviours and choices.

**Parent Responsibilities**

Parents / Guardians are expected to:

* Encourage children to have a sense of respect for themselves and others.
* Ensure that children have good attendance and punctuality.
* Be interested, support and encourage their children’s school work.
* Be familiar with the code of behaviour and support its implementation.
* Support the values, culture and ethos of the school.
* Model good behaviours and choices to and for their child, as the most important adult in their child’s life.
* Co-operate with teachers in instances where their child’s behaviour is causing difficulties for others and support.
* Communicate to the school the reasons for children’s absences.
* Communicate with the school in relation to any problems which may affect the child’s progress / behaviour on a day to day basis.

**Relevant Documents**

* Behavioural, Emotional and Social Difficulties, A continuum of Support, NEPS
* Special Educational Needs, A Continuum of Support, NEPS

**Ratification and Communication**

The Code of Behaviour will be monitored and reviewed on a regular basis. It is posted on the school website and a hard copy is available for viewing on request from the office.

This policy was ratified by the Board of Management on: 12th October 2021

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chairperson, Board of Management