



Code of Positive Behaviour: Supporting Behaviour for Learning

Francis Street School
An Edmund Rice School

Review 2: June 2020

Guiding Principles:

Our school enjoys a high standard of pupil behaviour and mutual respect. This comes from a strong sense of community within the positive atmosphere of our school. The school recognises the variety of differences that exist between children and each situation is seen as unique. We mean that being fair does not mean that every child is treated the same way, rather it means that every child is treated in accordance to what he/she needs. This code is about supporting behaviour for learning i.e. that all pupils can gain from learning experiences as part of a school community.

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and students. A positive school ethos is based on the quality of relationships and communication within the school community.

Our schools Code of Behaviour is built on the concept of Restorative Practice. This approach enables pupils to reflect on their behaviour, with the aim of finding solutions to restore relationships. Our overall aim is to ensure that all pupils feel happy, successful and connected to our school.

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner.

The school's anti-Bullying Policy works within the framework of the school's overall Code of Behaviour.

All parents will be required to sign that they have read and agree to the principles of our Code of Positive Behaviour as per obligations outlined in the enactment of the Education (Admissions) Act 2018.

Prior to enrolment, the Principal will provide the parents with a copy of the schools Code of Positive Behaviour.

As stated in the school's Admissions Policy, as a condition of registering a child, the Principal will require his/her parents to confirm in writing:

1. The Code of Positive Behaviour is acceptable to them
2. They shall make all reasonable efforts to ensure that their child complies with the code

Aims:

The overall aim of the Code of Positive Behaviour of our school to create and maintain a positive and safe learning and teaching environment in our school.

We also aim:

- To commit to building and maintaining positive relationships using Restorative Practices.
- To provide guidance for pupils, teachers and parents/guardians on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour for learning
- To foster the development of a sense of responsibility and empowerment in pupils based on communication, respect and empathy for others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable learning to take place.

In devising the code, consideration has been given to the particular needs and circumstances of our school.

We aim to create positive environment in which pupils feel valued, cared for, secure and can make progress in all aspects of their learning and development.

Every effort will be made by all members of staff to adopt a positive and restorative approach to behaviour in the school.

Values

Our guiding value is Respect



The values of Responsibility, Honesty, Trust and Kindness also permeate all that we do.

School Expectations

School expectations are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that expectations are clearly stated and applied consistently and fairly.

1. Be prepared for school every day.
2. Do as you are asked, by all members of staff.
3. Always raise your hand and wait quietly for attention before you act.
4. Listen, pay attention, and always try to do your best work.
5. Be helpful and respectful.
6. Take responsibility for your actions – aim to be positive.
7. Think before you speak. Is it helpful, is it kind, is it necessary?
8. Stay seated and work quietly when asked by your teacher. If necessary, seek help from the teacher nearest to you.
9. Move safely within the school building.
10. For safety, always ask permission to leave your classroom.

Role of Parents/Guardians

In supporting behaviour for learning, it is the role of the parents to work in co-operation with the school. Parents can co-operate with the school, by attending school events and by talking to the members of staff. Our expectations of parents are to reinforce, at home, the message about learning and behaviour that are conducive to a happy and safe school environment.

It is the school policy to be proactive about pupil behaviour. Therefore, we inform parent(s)/guardian(s) at an early stage if there are any issues, so that the school and home can work together in supporting our pupils.

Rewards and Acknowledgement of Good Behaviour

In our school we place a greater emphasis on rewarding positive behaviour than on sanctions.

We believe that students are more likely to behave well when:

- They are given responsibility in the school and are involved in the development of the schools Code of Positive Behaviour

- They are encouraged to see that the code works in a fair way to the benefit of all
- The standards are clear, consistent and widely understood
- There are good relationships between staff, parents and students.

Other strategies that help encourage good behaviour are:

- Positive interaction between staff members and students
- Good school and classroom routines
- Clear boundaries for students
- Recognising and giving positive feedback about behaviour

Awards

Children are awarded certificates and sometimes a small prize to recognise their efforts in a number of areas. These awards are given during assemblies and in classes

- Student of the Week-given for hard work or behaviour
- Gold Certificate
- Handwriting/ Reading/Maths certificates
- Teachers may send cards/notes home praising exceptional efforts in class
- Rewards are sometimes given for uniform, manners, yard, empathy etc...
- Good notes written home

End of Year Ceremonies

At the end of each academic year we have an awards ceremony whereby the following are awarded:

- Full or less than 5 days attendees
- Members of the Student Council, Green Team, Active Schools Team etc...
- Student of the Year in each class
- Recognition Award in each class
- Mr Green Team
- Student Council Achievement Award
- Social Entrepreneur of the Year
- 6th class boys receive the following:
 - Overall student of the Year (Sean O' Connor Award)
 - Achiever of the Year
 - Michael Hartnett Cup
 - Ollie Quinlan Cup
 - Digital Award

Developing a school culture that supports positive relationships and actions

It is widely held and believed at our school that a positive school culture where children's leadership skills are enhanced, where children feel listened to and heard and vital when looking at supporting behaviour and developing and positive school culture.

To support this teachers are encouraged to become educated in the following programmes that run in the school or are offered via the PDST, NCSE or NEPS:-

- Incredible Years
- Friends for Life
- Peacebuilders
- Alert
- Elklan
- Yoga
- Mindfulness
- Wellness modules with the PDST

The school follows the SPHE programme for each class as well as providing supports for children that need it via HSCL, SCP and art and play therapy.

We work closely with NEPS in relation to our students' wellbeing as well and educational needs.

It is important to note that often supporting the regulation of children is key, and this advice permeates much of our positive behaviour approaches. Our approach here is very much based on the philosophies of the Alert programme. See Appendix C

We also have a firm belief that no educational needs can be met unless the social and emotional needs of the students are met.

To support this wellbeing practices are taught throughout the day and support for emotional literacy and emotional support is very much the fabric of our school.

We also understand the link between behaviour and learning needs. To support this we have a dedicated SEN team who support students and staff.

Inclusion

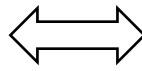
All children are required to apply with the Code of Behaviour. However, the school recognises that children with special education needs may require support in understanding certain expectations. Class Teachers, Support Teachers and SNAs will communicate school expectations on a consistent basis.

As part of the school's continuum of support, a Behaviour Plan may be put in place in consultation with parents, the Class Teacher, Support Teacher and the Principal. They will work closely with home to ensure that optimal support is given.

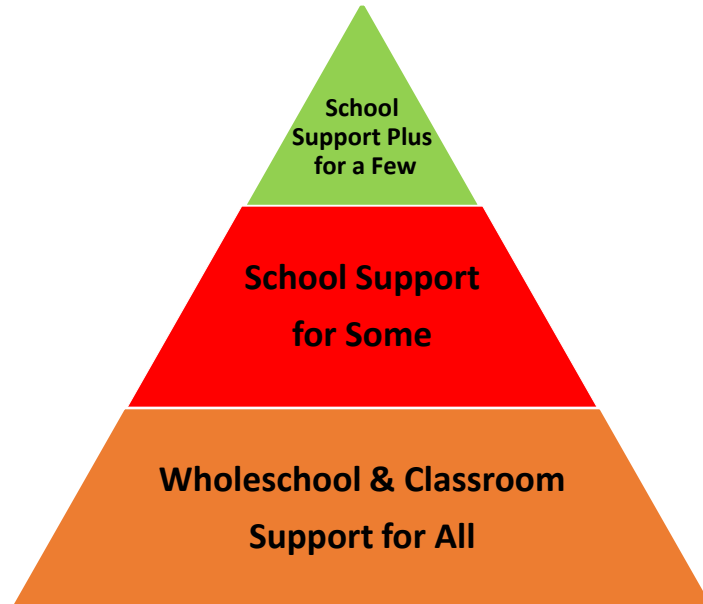
A Continuum of Support is used by schools to map a child's academic and behaviour competence right through to the transition to post primary:
<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Student-Support-File-Guidelines.pdf>

A Continuum of Support

ACADEMIC SUCCESS



**SOCIAL, EMOTIONAL &
BEHAVIOURAL COMPETENCE**



Student Council

Pupil voice is very important in our school. We endeavour to create a climate of openness, consultation and participation, where pupil's views are sought, listened to and respected. Two representatives are elected by each class. Elected children are members of the Student Council. The council meet once a month to discuss relevant issues and contribute their feedback on policies and practices in the school.

Being PROACTIVE

Restorative Practice

Restorative Practice (RP) is both philosophy and a set of skills rooted in respect for human beings and aims to build positive relationships between people. It is a proactive, skills-based approach that is centred on the understanding that relationships can be restored when they have been harmed by conflict or wrongdoing. It focuses on separating the behaviour from the person and appropriate responses to repair harm where necessary. Restorative approaches are underpinned by values of **respect, equity, interconnectedness, understanding, empathy, belonging** and **fair process**.

We believe that *"fairness is not giving each child the same; fair play is giving each child what he/she needs."*

As a school we clearly define **fair process** as an approach which includes:

1. **Engagement:** *Involve* individuals affected by decisions where appropriate.
2. **Explanation:** *Clarify* how decisions are reached and why. *Explain* any contributing factors.
3. **Expectation Clarity:** Once a decision has been made fairly, those involved are *expected to follow through* with this agreement.

As staff we endeavour to build and restore relationships and model positive interactions throughout the day. The key teaching words such as:

SMILE, ASK, LISTEN, RESPECT, EMPATHY, FAIR VALUES, RESPONSIBILITY, RESPECT

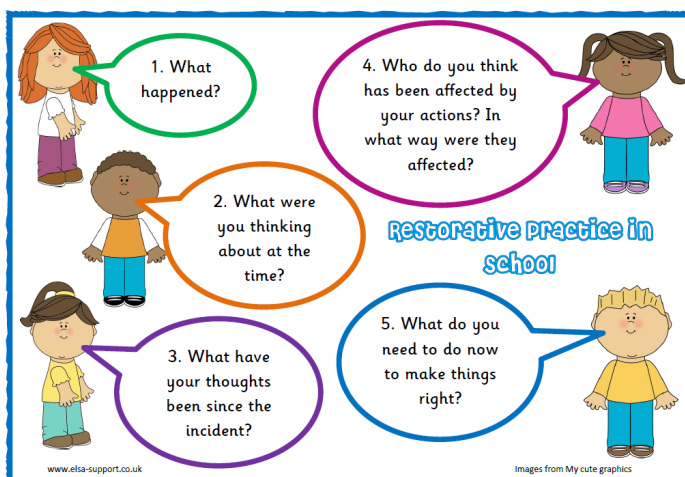
Our Values are displayed in our school hall:

Responsibility

Trust

Honesty

Kindness



Restorative practices include a set of proactive approaches to build community/connection and a set of responses to challenging behaviour where harm has been caused. These approaches range from the informal and proactive to more formal responses:

- **Restorative Circles:** To build empathy, understanding, speaking/listening skills and positive social relationships. Used for check ins/outs, relationship-building, problem solving, academic content, feedback, assessment, planning and discussion.
- **Restorative Meetings:** Informal circles that take place with 2 or more people to respond to situations of more significant conflict/harm. Through using the RP questions, children are encouraged to: 1. Examine who has been affected 2. Address the harm that has been caused and 3. Agree on solutions to make amends. (1. Past 2. Present 3. Future)
- **Restorative Conferences:** More formative restorative circles designed to support those affected by situations of conflict/harm to acknowledge responsibility, ensure accountability and agree to specific solutions to repair the harm that has been caused. As in restorative Meetings, the RP questions are used in the Restorative Conference process to guide the solution focussed intervention.

Behaviour Support

We are aware of factors in and outside school that may affect behaviour, and that the behaviour can change with the right support and intervention. For pupils with challenging behaviour, a structured and sustained programme of support is necessary, involving school and home working together. A *Behaviour Support Plan* may be prepared to help and encourage the pupil to behave in a way which will enable him/her to participate fully in class. This plan will be discussed by the school's Care Team and agreed with parents, class teacher, the pupil and the Principal.

RESPONSES

- **Support Stage 1: REMINDER**
- **Support Stage 2: CHOICE CARD or CONSEQUENCE CARD**
- **Support Stage 3: HOME LINK**
- **Support Stage 4: FORMAL INTERVENTION**

Stage 1:

REMINDER

The child is informed that he/she is not meeting school expectations and must therefore receive a verbal REMINDER. Teachers remind the child of the consequences for continuing behaviour as discussed.

Stage 2:

CHOICE CARD

See Appendix A

The teacher places a **CHOICE CARD OR CONSEQUENCE CARD** on the child's desk. Children are reminded of consequences for continuing behaviour. Children are asked to choose a choice or consequence for negative behaviour.



Stage 3:

HOME LINK

Should a child reach Support Stage 3, RP questions (verbal/written) will be used to discuss the incident(s) with the class/support teacher. A note will be pasted onto the child's homework journal to inform parents of the process and outcome. A record is maintained by the Class Teacher and the Principal. If behaviour continues, or the pupil is not willing to engage in the RP process, or the note home is unsigned, the pupil will move to Support Stage 4, a formal intervention meeting, which will require attendance of a parent/guardian.

Physically hurting other children on the playground/in classroom requires immediate Stage 3 HOME LINK. Serious or repeated instances will involve removal from the playground/classroom.

Stage 4:

FORMAL INTERVENTION

Should a child consistently not meet the expectations of our school, or where there is an incident of serious misbehaviour, the teacher fills out a Behaviour Sheet (Appendix A). This sheet will inform the principal of the exact nature of the issue, what was done to prevent the issue (if appropriate) and the other children involved (if any).

If the principal deems it necessary, the parents will be contacted to attend a meeting at the school and the child completes a specific work sheet (**Coming Back to Make Good Choices**) (Appendix B)

Before serious sanctions such as suspension and expulsion are used, every effort will be made to respond to behaviour with the intention of supporting the child and restoring relationships. Communication and cooperation with parents and school are essential in this process.

Gross Misbehaviour

All actions and decisions made relating to gross misbehaviour will be considered in accordance with the Rules for National Schools, the Education Welfare Act, The Education (Admissions) Act 2018 and the document: -

Behavioural, Emotional and Social Difficulties: A Continuum of Support (NEPS)

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents will be asked to come to the school and discuss their child's behaviour. Aggressive, threatening or violent behaviour towards a teacher or students will be regarded as serious 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 the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the student will behave in an acceptable manner in the future the student may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to the records of previous behaviours, their pattern and context, sanctions and other interventions used and their outcomes, as well as any relevant medical information.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained to secure the safety of the students, the Board may authorise the Principal or Chairperson to sanction an immediate suspension for a period not exceeding three days, pending a discussion of the matter with the parents. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000.

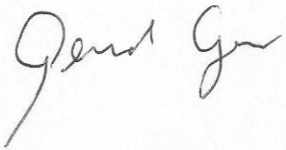
Before suspending for more than 5 days or expelling a student, the Board shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension

Following a period of suspension or during a period of suspension, the parents may apply to have the student reinstated in the school. The parent/s must give a satisfactory undertaking that the suspended student will behave in accordance with the school's code and the Principal must be satisfied that the student's reinstatement will not constitute a risk to the student's own safety or that of other students or staff.

This policy was written in June 2020 in consultation with staff.

This policy was ratified by the Board of Management in June 2020



Chairperson

Addendum ratified at Board of Management meeting:

Boys are expected to adhere to the school Covid response plan.

Attached:

Appendix A: Choice Cards or Consequence Cards

Appendix B: Coming Back to Make Good Choices

Appendix C: Zones of Regulation

Teachers D: Behavioural Sheet for Teachers

AppendixA

Choice or Consequence Cards

Each September, teachers will be asked to devised choice or consequence cards with their class. Teachers, SNAS and children will work collaboratively to devise cards that are age and action appropriate. Children will never lose out on curricular time. Exclusion from a trip or outing or school playground will only be considered very rarely and in consultation with the Principal.

Examples of choices and consequences include:

- Loss of a privilege
- Letter of apology
- Completing an I statement at home or in school either written or drawn

Each class in conjunction with their teacher and with the support of the student council; is responsible for devising their own CHOICE OR CONSEQUENCE CARD.

This will support age and calls appropriate responses and encourage as sense of ownership for all.




Appendix B: Coming Back to Make Good Choices

Each year each class teacher will devise a worksheet for their class that is age appropriate.

Examples:-

Name: _____
 Cut and glue the good choice and bad choices you can make in your classroom.

Good Choices	Poor Choices



Name: _____

Making Good Choices

Color the square with good choices green and the squares with bad choices red.

Sharing with a friend	Yelling at others	Taking something that does not belong to you	Helping a friend with their work
Running around the classroom	Staying in your seat	Raising your hand	Sitting quietly while the teacher is talking
Banging on your desk	Throwing things	Using kind words	Pushing others
Following Directions	Doing your work	Asking for help	Taking a break
Not letting someone help you	Tell an adult when someone bothers you	Doing your homework	Walking off of the line



Think Sheet

Name: _____

The inappropriate behavior I displayed was: _____

When it happened: _____

Why it happened: _____

I chose to ignore the following character traits:

- Cooperation _____
- Respect _____
- Following Rules _____
- Caring _____
- Honesty _____
- Responsible _____
- Dependable _____
- Understanding _____
- Helpful _____
- _____ _____
- (other)

Which traits would have helped you to avoid the situation?

What will you choose to do next time?

What should the consequence be? _____

Describe what you will do to show good character from now on: *(Use the character traits you checked).*

Signature: _____ Date: _____

Behavior Change Plan

What behavior do I want to change?



WHAT WILL HAPPEN IF I NO LONGER DO THIS BEHAVIOR? _____

WHAT CAN I DO TO START PREPARING TO CHANGE?

1. _____
2. _____
3. _____

WHAT STEPS DO I NEED TO TAKE TO MAKE THESE CHANGES HAPPEN?

1. _____
2. _____
3. _____

WHAT CAN OTHER PEOPLE DO TO HELP ME CHANGE MY BEHAVIOR?

1. _____
2. _____
3. _____

HOW WILL I KNOW THAT I'M MAKING PROGRESS? _____

WHAT SHOULD I DO IF I START TO GO BACKWARDS? _____

WHAT IS SOMETHING I CAN DO TODAY TO START CHANGING MY BEHAVIOR? _____



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Appendix C

THE ZONES OF REGULATION™

The Zones of Regulation is a programme designed to help children develop self-regulation skills and to support them with their emotions. It uses 4 colour coded zones to help children to identify how they are feeling and then teaches them how to regulate their behavior and feelings so that they are appropriate to the environment they are in and its demands as well as the people around them.

A quick summary of the Zone colours:

Blue means running low - on energy and alertness. You may be feeling tired, sick or a bit down.

Green means good to go – calm, focused and happy. This is where optimal learning occurs.

Yellow means proceed with caution. A heightened state of alertness might mean you are stressed, excited, silly or nervous.

Red means stop now. An extremely heightened state of alertness and intense emotions might mean you are experiencing rage, elation, devastation or terror.

All zones are natural to experience at different times but that the framework teaches children to recognize and manage their Zone appropriately. For example it might be fine to be in the yellow zone (feeling excited and silly) when in the yard playing a chasing game but it would not be appropriate in assembly. The Zones programme uses sensory tools, breathing and thinking strategies to help children to regulate in these situations.

We have been teaching the Zones programme our school for the past two years as part of the Alert programme, so the children are used to identifying these zones. What we have found is that this gives children the language around their emotions which helps them to understand them. It also provides them with the tools to help them to deal with any heightened states of emotion which may be difficult for them to navigate by themselves. The children explain it best and have really impressed us with how they manage their own behaviours and relationships as a result.

You can learn more here: <http://www.zonesofregulation.com/learn-more-about-the-zones.html>

