



## Kilcoskan NS Code of Behaviour

Kilcoskan NS pupils bring to school a wide variety of behavioural tendencies – both instinctive and learned. In Kilcoskan NS, in line with our school ethos, we promote the shared values of fairness, honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these values. This Code of Behaviour strives to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to be educated in a relatively disruption free environment.

Note: This Code of Behaviour applies to all pupils, staff and adults involved in the life of the school at all times and on all school business. It was devised in consultation with and with regard to school staff, pupils, parents, the Kilcoskan NS Parents Association and relevant state agencies.

### **Aims of the Code**

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

### **Responsibility of Adults**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence.

#### *The Role of the Parent / Guardian:*

- Parents / Guardians are the prime educators of their children (Bunreacht na hEireann).
- Parents / Guardians should encourage their child to make his / her best effort in schoolwork, homework and school activities.
- Parents / Guardians are advised to adhere to the rules of the Code of Behaviour, and to co-operate fully with the child and his / her teachers.
- Parents / Guardians should encourage the child to respect the demands of the Code of Behaviour.
- Parents / Guardians should avoid discussing the child's abilities or shortcomings in his / her presence.
- Parents / Guardians should avoid comparing their child unfavorably to other children (brothers, sisters, neighbours, relatives)
- Parents / Guardians should not reprimand other parents' children on any matters on school grounds
- Parents / Guardians should not criticize the school or any teacher in it, in the presence of the child.

#### *The school staff, with regard to behavior, aim to:*

- Create a positive climate with realistic expectations of behaviour
- Promote, through example, honesty and courtesy

- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, social background, ability and disability
- Show appreciation for the efforts and contributions of all
- Have zero tolerance for physical / verbal aggression / assaults. (See relevant Department of Education circulars).
- Work together, informed if necessary, by the spirit and recommendations of the Working Together – Procedures and Policies for Positive Staff Relations publication (available at [www.into.ie](http://www.into.ie))

#### **School Rules:**

Rules apply throughout the school, on all school business and at all times:

- Respect for self and others
- Respect for other's property
- Respect other students and their learning
- Use respectful language in communication with all pupils, staff, guests and all persons involved in the life of Kilcoskan NS.
- Kindness and willingness to help others
- Follow instructions from staff immediately
- Walk quietly in the school building
- Have courtesy and use good manners
- Show readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom
- Do your best in class
- Raise your hand to seek permission to speak during lessons
- Listen during lessons
- Play gently and respectfully
- Take responsibility for your own work
- Be proud of yourself
- Be the best that you can be

#### **Code of Behaviour - Children with Special Needs:**

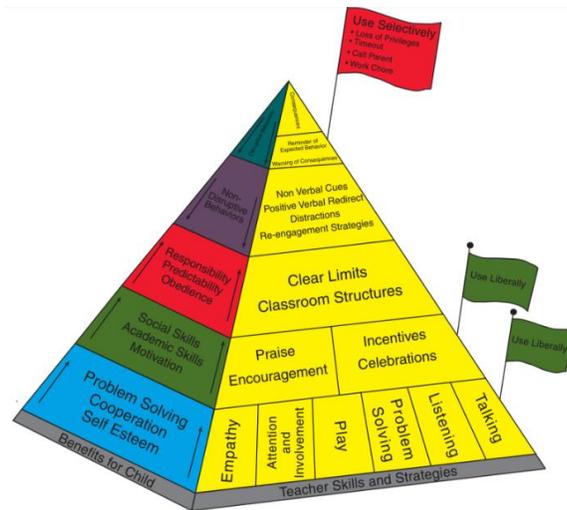
All pupils including pupils with clinical diagnoses requiring that their education be facilitated with an Individual Educational Plan are nonetheless required to comply with the Code of Behaviour upon enrolment in the school. However the school recognises that children with special needs may require assistance in understanding and engaging with certain rules. Hence, specialized / differentiated behavioural plans and targets (eg. in line with pupils' Individual Educational Plans) may be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or the Principal, who will endeavor to work closely with home to ensure that optimal support is given. Cognitive and emotional development and readiness will be taken into account at all times. Professional advice from psychological assessments will be invaluable and will inform this process, if available. From time to time, pupils in mainstream classes may be taught strategies to assist pupils with special needs to participate in yard / class / on school business – through a “buddy system” for example. This will be done sensitively, respectfully, supportively and with discretion, acknowledging and respecting the difference in all individuals.

### The KNS Code:

For ease of communication, to facilitate a shared conceptual framework and a shared language this Code of Behaviour for pupils is summed up as the 3 step *KNS Code*. This *Code* is displayed throughout the school and is embedded in all school practice. The *KNS Code* is:

1. *Be Kind to Yourself and Others*
2. *Always do your best*
3. *Think and make Smart Choices*

The Kilcoskan NS Code of Behaviour, the KNS Code and all connected matters are underpinned by the principles and approach to pupil behavior management of the *Incredible Years* programme, as recommended by the National Educational Psychological Services (NEPS). All pupil behavior management in Kilcoskan NS is in line with relevant Department of Education and NEPS recommendations and requirements.



Teaching Pyramid

At the beginning of each school year, the class teacher may also devise a list of class specific rules and associated behavior management strategies with the pupils in their specific care – all consistent with the overall school rules, as summed up by the whole school KNS Code. Information about these tailored procedures, which develop in an age and stage appropriate way from junior to senior classes / with regard to pupil ability, are available by request from specific teachers. Class procedures and rules will always reflect and support the school rules (see above). Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. 'Walk' and not 'Don't run'). Rules and consequences for their breach, will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents and if necessary relevant support agencies, will be contacted at an early stage.

### Infant Class: Behaviour Management System

The infant class behavior management system is consistent with the principles of the Incredible Years program as it applies to younger children and the KNS Code. Detailed specific yearly / termly systems are available from the class teacher by request.

## **1st Class – 6th Class: Behaviour Management System**

Rules / KNS Code are clearly displayed in the classroom

All pupil names are laminated and displayed in the classroom. At the start of each new school day, all pupils' names are placed in the daily "Excellent Behaviour" section. There are 2 other sections on the class posters – one for "My behavior is good" and one for "My behavior needs to improve". Written warning cards may also be displayed. It is assumed and expected that all children daily, will remain in the "Excellent behavior" section and this will be communicated in journals daily.

Should a minor incident of misbehavior occur on any given day, a pupil is given a verbal warning. If behavior breach continues on the same school day, the pupil themselves or teacher moves their name into the "Good behavior" section. If breach of class rules / KNS Code continues on the same day, the pupil / teacher moves their name to the "Behaviour needs to improve" section. Where pupils' names are in the "Good" or "Needs to Improve" sections, they may lose some break time or other privileges (eg. must take break in designated thinking areas). If staffing allocations allow, the school may also operate an internal detention where pupils may be required to take their breaks in a supervised room within the school.

Pupils in the "Needs to Improve" section – may also be required to complete a consequences worksheet / reflection sheet for completion at home. This is to be signed by a parent / guardian and returned to school the next school day. For those in the "Needs to Improve" section also, the teacher in consultation with the principal may make arrangements for a meeting with the child's parent to discuss the child's behaviour.

**NOTE 1:** If a teacher / member of staff adjudges at any time that a serious incident of misbehavior has occurred breaking a class / school rule in a serious manner, that staff member may instruct a child to place their name on the "Needs to Improve" section immediately, and appropriate procedures will be followed.

**Note 2:** In the event of a serious breach of rules, for example (not exhaustive) serious physical aggression towards another pupil or staff, this will be deemed gross misbehavior and a parent / guardian may be called to bring a pupil home immediately.

### **Notes on behaviour, including behaviour in the school yard:**

**NOTE 1:** Pupils from 1st – 6th Class may be asked to complete a "Reflection Form" if deemed appropriate by a teacher / the principal, following an incident of yard misbehavior. Parents / Guardians are asked to sign this.

**NOTE 2:** Where a pupil is deemed to be sufficiently in breach of their classroom rules / code of behaviour or if their behaviour at yard-time is deemed in breach of school rules they may have their break time privileges withdrawn for a specified period. They may have to spend break time separately from other pupils in designated areas (including if appropriate internally within the school). Pupils who spend any time withdrawn from play may be listed for this in the yard supervision book. Where a pupil's name appears 3 times per fortnight, parents may be notified.

**Note 3:** Pupils with additional / special needs - if an incident of serious or gross misbehavior occurs in class or yard etc. or if such pupils are considered a safety threat, such pupils may be withdrawn from other pupils / class / playtime for a tailored amount of time, depending on the circumstances. If necessary / appropriate / possible, consultation with relevant professionals may be sought to inform school practice.

Note 4: Where a pupil's misbehavior has been deemed so serious that a phone call is made to the child's parent / guardian, a parent may choose to take their child home early. Appropriate consequences for the child will be communicated to the parent and the child when collected must be signed out by the parent in the school's daily record.

Note 5: In all of the above, where consequences are imposed for misbehavior, the decision of the class teacher in consultation with the Principal is final.

**Playground, Yard and Garden Rules: (To be displayed in the Kilcoskan NS yard and discussed in class)**

- We are kind and helpful – we don't hurt anyone
- We take care of our equipment and use it properly
- We are gentle – we don't hurt others
- We play together and look after each other
- We tell an adult if we are sad or lonely
- We line up quickly and quietly
- We walk in the garden and treat everything in the garden carefully and gently.
- We treat others as we want to be treated ourselves
- We use respectful language in communication with all pupils, staff, guests and all persons involved in the life of Kilcoskan NS.
- We have fun!
- We line up after break quickly and we return to our class with our teacher quietly.

**Incentives in class and throughout the school:**

The following are some samples of how praise may be given in Kilcoskan NS:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- 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 or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication.
- Group parties Prizes / Trips / Treats
- Mention in "The Golden Book" for praise at assembly.
- Pupil of the Week Maths Pupil of the Week

Children who receive maximum Excellent stamps (or within 80%) at the end of each week will get to participate in a class Golden Time treat activity. Each month, those maintaining an 90% standard of Excellent stamps will go into class draws for small prizes. Positive behavior will be celebrated at assemblies. Those who have earned 90% Excellent stamps, on an ongoing basis by term 3 will all have the opportunity to participate in a major KNS Code party / trip etc.

**Routine Daily Records of Behaviour and Communication with Parents:**

Day to day once-off or occasional incidents of minor misbehavior and their management by staff are not necessarily reported to parents. However, at the end of each school day, the class teacher or a nominee of the teacher will place a stamp in each child's journal recording whether the child's behavior for that day was: *Excellent, Good or Needs Improvement*. Should this be disputed, the decision of the class teacher in consultation with the Principal, is final. Where pupils have specific clinical diagnoses / special needs that may impact their behavior, daily behavioural stamps may pertain to targeted behaviours /

improvements. Each class teacher will also keep an anecdotal records file, recording relevant instances of behavior on an ongoing basis throughout the year. If necessary, the contents of this file may be communicated to parents.

#### **Investigations into behaviours of concern and consideration of consequences:**

In dealing with and investigating potentially unacceptable behavioural matters, fair procedures apply. All involved in any reported incident will be interviewed as promptly as possible. The principle of the safety of the majority and the provision of a calm school environment for the majority shall prevail. All relevant records and previous behaviours along with, if appropriate, reliable witness accounts of behaviours may be taken into consideration in interpreting misbehavior and in deciding upon consequences.

#### **Unacceptable Behaviour**

Three levels of misbehaviour are recognised:

- Minor – note that repeated minor misbehavior is considered serious misbehavior and may initiate contact with parents to help the child and prevent escalation.
- Serious
- Gross

All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated minor or serious misbehaviour or single instances of gross misbehaviour, parents will be involved immediately and required to meet the teacher and/or the Principal to discuss their child's behaviour.

#### Examples of serious misbehaviour:

Behaviour that is hurtful (including bullying, harassment, discrimination and victimization – see also the *Kilcoskan NS Anti Bullying Policy*)

Behaviour that interferes with teaching and learning

Minor threats or physical hurt to another person

Damage to property / theft

Refusal to accept consequences of misbehavior.

#### Examples of gross misbehavior – this list is not exhaustive: (Any of which may initiate suspension procedures):

Assault, threatened assault or serious threat on any pupil, staff member or volunteer.

Any reckless action, intentionally made, which leads to the injury of another.

Harassment of staff / visiting professionals / volunteers on school business.

Serious theft

Serious damage to property

Harassment of a sexual nature

It is forbidden to upload anything to the internet concerning anything to do with the school without the consent of school management. Should a pupil upload anything to the internet that is derogatory or hostile in tone concerning individuals at the school (pupils, parents or staff) or the school itself, this will be considered an incident of gross misbehavior and possibly bullying and will be dealt with through the school's Anti Bullying Policy and or the procedures outlined in this policy. (See also the *Kilcoskan NS Pupil ICT and Internet Safe and Acceptable Use Policy* and the *Kilcoskan NS Staff ICT Acceptable Use Policy*).

#### **Sanctions / Consequences of Unacceptable Behaviour which Breaks School Rules:**

The use of sanctions or consequences are characterised by certain features; It is made clear why the sanction is being applied The consequence is related as closely as possible to the behaviour – for

example pupils may be asked to complete a “Reflection Form”. It will be made clear what changes in behaviour are required to avoid future sanctions. Group punishment is avoided as it breeds resentment, unless all pupils are clearly involved. A clear distinction is made between minor, serious and gross misbehavior (noting that this is language categorization mostly used by staff/adults). It is made clear that it is the behaviour rather than the person that is the cause of the sanction. As well as the in-class infant systems or name display systems outlined above, the following sequence of actions will be applied depending on the behavior and the pupils. They are listed in order of severity with one generally being for a minor misbehaviour and ten being for serious or gross misbehaviour. Depending on the circumstances, the sequence of some actions may alter. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind safety requirements and the features by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within school / class / yard and/or temporary removal to another supervised school / class / designated yard area.
4. Loss of break time or other privileges – standing / sitting at designated zone / in-school suspension during yard times.
5. Prescribing extra work/ reflection form / writing out the story of what happened
6. Referral to Principal
7. Communication with parents
8. Principal communicating with parents
9. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and within Education Welfare Act 2000)

Note 1: Whilst all staff, parents / guardians and volunteers in the school play a role in supporting the Code of Behaviour, it is generally only teaching staff including the principal, who implement sanctions for inappropriate behaviour.

Note 2: Where possible, sanctioning of pupils will not deprive them of engagement in a curricular subject or area, except on the grounds of health & safety or if procedures of suspension / expulsion are in place.

Note 3: Pupils who fall below 80% Excellent stamps on a weekly basis will be excluded from Golden Time treats and may have to go to another classroom during this period.

Before serious sanctions such as suspension or expulsion are used, it is envisaged that the normal channels of communication between school and parents will normally be utilised. Communication with parents may be verbal or by letter at the earliest opportunity, depending on the circumstances. For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be required to come to the school to discuss their child’s case. Aggressive, threatening, harassment or violent behaviour towards a teacher, staff member, volunteer or pupil (or reckless behavior resulting in hurt) will be regarded as gross misbehaviour. The Board of Management recognizes its’ duty of care to provide a safe place of work for school staff. Therefore, abusing, threatening or violent behavior towards a staff member by pupils, parents or others will not be

tolerated and cessation of face to face communication may occur. In such cases, mediation or alternative arrangements may be required. In rare cases, the Gardai may become involved. Where there are repeated instances of serious / gross misbehaviour, the Board of Management will be informed and the parents / guardians will be requested in writing to attend at the school to meet the chairperson of the Board of Management (or a nominee of the chairperson) and / or the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil 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 records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and 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 and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension of 3 – 5 days (in line with relevant National Education Welfare Board publications), pending a discussion of the matter with the parents or other relevant parties. Registered letters may be sent to parents where parents appear uncontactable. The Gardai may be sent to make contact if necessary.

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education Welfare Act 2000 and associated relevant publications / procedures, and/or where the student's continued presence in the school constitutes a real and significant threat to the safety and welfare of others.

Before suspending or expelling a pupil, the Board shall notify the Local Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

#### **Removal of Suspension (Reinstatement).**

Following or during a period of suspension, parents / guardians may apply to have their child reinstated to the school. Parents / guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the Kilcoskan NS Code of Behaviour and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal and or relevant teacher(s) will facilitate the preparation of a behaviour plan for the pupil if required and this may lead to the re-admission of the pupil formally to the class.

#### ***Ratified by the Kilcoskan NS Board of Management:***

Chairperson Signature: pp *Mr. Tom Winters*

Date: 23<sup>rd</sup> October 2018

Date for Review: Term 1 School Year 2019-2020